



S.B. 110
127th General Assembly
(As Introduced)

Sens. Boccieri, Cafaro, D. Miller

BILL SUMMARY

- Requires school districts, community schools, and chartered nonpublic schools to assess every student for dyslexia and related disorders.
- Requires school districts, community schools, and chartered nonpublic schools to provide intervention services to students identified as having dyslexia or a related disorder.

CONTENT AND OPERATION

Assessment of students for dyslexia and related disorders

(R.C. 3313.6015(A) and (B) and 3314.03)

The bill requires every school district, community school, and chartered nonpublic school to assess each of its students for dyslexia and related disorders. Dyslexia is a neurological disorder typically manifested by difficulties in decoding words while reading, writing, and spelling. As defined by the bill, a "related disorder" is "any disorder similar to or related to dyslexia," specifically including developmental auditory imperception, dysphasia (impairment of speech and verbal comprehension), specific developmental dyslexia, developmental dysgraphia (difficulties associated with handwriting), and developmental spelling disability.

Intervention services

(R.C. 3313.6015(C) and (D) and 3314.03)

Once a student has been identified as having dyslexia or a related disorder, the school district, community school, or chartered nonpublic school must provide intervention services to the student. Intervention services must be provided at the school the student attends. A student may be given intervention services at a

centralized location outside of the school *in addition to* the school-based services, but only with the written consent of the student's parent.

All intervention services, regardless of where they are provided, must be designed to meet the specific learning needs of the student and incorporate multi-sensory methods of instruction and student participation. Teachers conducting the intervention services must be qualified to instruct students with dyslexia and related disorders, as determined by the Department of Education. The Department may not recognize a teacher as qualified unless the teacher has successfully completed coursework in reading, phonetics, and reading disabilities.

Adoption of rules

(R.C. 3313.6015(B))

The State Board of Education must adopt rules to implement the bill's provisions. These rules must include the following: (1) appropriate times for assessing students for dyslexia and related disorders, (2) effective methods for identifying students with the disorders, (3) necessary qualifications for persons responsible for such identification, and (4) intervention procedures and methods for assisting students who demonstrate signs of the disorders.

COMMENT

School districts and community schools (but not chartered nonpublic schools) are required under both federal and state law to identify students with disabilities and to provide special education and related services to those students. Dyslexia is one of the disabilities for which such services must be provided.

School districts and community schools receive additional state funding, above state base-cost funding, on a per-pupil basis for special education and related services for disabled students because of the extra costs associated with providing those services. Special education students are assigned to one of six possible categories according to the type of disability they have. Each category has a corresponding weight, which is expressed as a percentage of the base-cost formula amount. The weight indicates the extra funds deemed necessary to provide a student in that category with additional educational and related services.¹ Under federal law and the Ohio Administrative Code, dyslexia is explicitly included as a disability in the "specific learning disability" category.² This

¹ R.C. 3317.013, not in the bill.

² 20 U.S.C. 1401(30)(B) and O.A.C. 3301-51-01(F)(3)(j).

category is probably broad enough to include a "related disorder," as defined in the bill as well.³

HISTORY

ACTION	DATE
Introduced	03-13-07

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³ Under current State Board of Education rules, "specific learning disability" is defined in part as "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, [or] spell" (O.A.C. 3301-51-01(F)(3)(j)). All of the disabilities specifically cited in the bill's definition of "related disorder" are disorders associated with the skills involved in listening, reading, writing, speaking, and spelling.

