



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 7.2

Meeting Date: October 6, 2016

Subject: Approve Resolution No. 2907: Recognition of Dyslexia Awareness Month in October

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Community Advisory Committee for Special Education

Recommendation: Approve Resolution No. 2907: Recognition of October as Dyslexia Awareness Month.

Background/Rationale: Dyslexia Awareness Month is designated by the International Dyslexia Association annually in October in order to encourage staff members, families, and the community to collaborate to raise awareness and understanding in so much as to identify, treat and prevent problems associated with dyslexia in order to ensure success for every student with dyslexia. The Community Advisory Committee for Special encourages SCUSD to demonstrate a commitment to Dyslexia Awareness Month by adopting this resolution.

Financial Considerations: N/A

LCAP Goal(s): Increase the percent of students who are on-track to graduate college and career ready; Safe, Clean, and Healthy Schools.

Documents Attached:

1. Resolution 2907

Estimated Time of Presentation: 5 minutes

Submitted by: Community Advisory Committee for Special Education

Approved by: José L. Banda

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 2907

“RECOGNITION OF OCTOBER AS NATIONAL DYSLEXIA MONTH”

WHEREAS, Sacramento City Unified School District (SCUSD) recognizes that our children are our most valuable resource, and we must provide opportunities to learn and grow; and

WHEREAS, the United States Department of Health defines dyslexia as an inheritable and highly prevalent language based disability affecting 1 in 5 individuals, including 8,635 students enrolled in general and special education classrooms in SCUSD; and

WHEREAS, dyslexia is a specific learning disability that is neurobiological in origin characterized by difficulties with accurate and fluent word recognition, poor spelling, and decoding abilities, typically resulting from a deficit in phonological processing, and is often unexpected in relation to average or above average cognitive abilities and background knowledge; and

WHEREAS, dyslexia deeply affects a student’s ability to read, write, spell and comprehend and may also deeply impact a student’s emotional well being, with lifetime ramifications so severe that the National Institute of Child Health and Human Development calls poor literacy a national health problem; and

WHEREAS, students with dyslexia -- especially those who are not identified and provided appropriate intervention and are reading below grade level at the end of third grade -- often experience difficulties with depression, anxiety, and poor self-image and rarely catch up to their peers, and as a result, underperform in school and are at a greater risk for failure and dropping out before completing high school; and

WHEREAS, great progress has been made in understanding dyslexia on a scientific level, including the epidemiology and cognitive and neurobiological bases of dyslexia, as well as the “sea of strengths” typical of a person with dyslexia; and

WHEREAS, early diagnosis of dyslexia is critical for ensuring that individuals with dyslexia receive focused, evidence-based intervention by highly qualified instructors that includes appropriate education, necessary accommodations, and the promotion of self-awareness and self-empowerment so as to ensure school and life success; and

WHEREAS, with proper identification, appropriate instruction, accommodation, access to assistive technologies, and support from families, teachers and friends, individuals with dyslexia can excel in school and employment; and

WHEREAS, a concerted effort to educate and empower students, families and educators is critical to promote meaningful literacy development with the goal of preparing individuals with dyslexia for a hopeful and productive future; and

WHEREAS, each student with dyslexia who struggles to learn is unique and deserves every chance to fulfill his or her potential for a happy and productive life; and

WHEREAS, in an effort to assist parents, educators and individuals, the International Dyslexia Association has designated October as Dyslexia Awareness Month; and

WHEREAS, it is critical to provide resources and opportunities to all youth with disabilities including learning disabilities, so they can connect through social networks, organize their communities and develop leadership skills, to be empowered to achieve to the fullest of their potential.

THEREFORE, NOW BE IT RESOLVED that SCUSD acknowledges the policy positions supporting early assessment and intervention for students with dyslexia passed by the United States Congress, the United States Department of Education, the California State Legislature and the California Parent Teacher Association within the past year, and designates October 2016 as Dyslexia Awareness Month; and

THEREFORE, NOW BE IT RESOLVED that SCUSD encourages staff members, families, and the community to collaborate to raise awareness and understanding in so much as to identify, treat and prevent problems associated with dyslexia, as well as to celebrate the

cognitive and emotional strengths typical of people with dyslexia, in order to ensure the success for every student with dyslexia enrolled in the District; and be it

THEREFORE, NOW BE IT RESOLVED that the Superintendent transmits copies of this resolution to its teachers, staff, departments and schools for appropriate distribution and implementation.

PASSED AND ADOPTED by the SCUSD Board of Education on this 6th day of October, 2016, by the following vote:

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

ATTESTED TO:

José L. Banda
Secretary of the Board of Education

Christina Pritchett
President of the Board of Education