



JOB DESCRIPTION

TITLE: DYSLEXIA ADVISOR

WHAT IS DYSLEXIA?

Dyslexia is a specific learning disability that is neurobiological in origin and distinguished from other learning disabilities due to weaknesses occurring at the phonological level. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Effective on July 1, 2027, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia.

ROLE OF THE DYSLEXIA ADVISOR

Per requirements in the Code of Virginia 22.1-253.13:2(G) (Standard two of the Standards of Quality), Lexington City Schools is required to identify an employee to serve as the “dyslexia advisor” to the school district.

To comply with this regulation, LCS has assigned Sherry Miller, Reading Specialist, as the district’s dyslexia advisor. The advisor has had training in the identification of and the appropriate interventions, accommodations, and teaching techniques for students with dyslexia or a related disorder and shall serve as the advisor on dyslexia and related disorders. The dyslexia advisor has an understanding of the definition of dyslexia and a working knowledge of (i) techniques to help a student on the continuum of skills with dyslexia; (ii) dyslexia characteristics that may manifest at different ages and grade levels; (iii) the basic foundation of the keys to reading, including multisensory, explicit, systemic, and structured reading instruction; and (iv) appropriate interventions, accommodations, and assistive technology supports for students with dyslexia. The dyslexia advisor provides recommendations on instructional strategies and possible accommodations to teachers, IEP teams, and 504 teams.

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