

2019 HOUSE EDUCATION

HB 1461

2019 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Coteau A Room, State Capitol

HB 1461
2/6/2019
32299

- Subcommittee
 Conference Committee

Committee Clerk: Bev Monroe by Donna Whetham

Explanation or reason for introduction of bill/resolution:

Dyslexia screenings and training for teachers and other staff; credentials for dyslexia specialists; to provide for report to legislative management

Minutes:

Attachment 1, 2, 3,4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17

Chairman Owens: Opened the hearing on HB 1461

Rep. Strinden, District 41: Introduced HB 1461 (**Attachment 1**) 1:20-6:34

Chairman Owens: Any questions from the committee?

Rep. Mary Johnson: That statistic you quoted, I did not realize 1 in 5 students experience dyslexia, can you email the link to the site with the research. 6:50

Rep. Strinden: Yes I will.

Vice Chairman Cynthia Schreiber-Beck: In the teacher training programs for our specialist that work in this area, what is the training provided, any special programs? 7:30

Rep. Strinden: Yes. I have asked Alicia who is coming to us from Inspiring minds to expand on the training process. Extensive training in methodology is most beneficial when trying to address the dyslexic child's specific reading needs. There is a one year program and some other training also.

Vice Chairman Cynthia Schreiber-Beck: At our colleges that are providing teacher education is there course work.

Rep. Strinden: I do not believe so.

Rep. Pamela Anderson, District 41: I am here in support of HB 1461. Told about grandson having trouble going to school and hated school. At the end of his first grade his parents paid for the testing and found out he was really dyslexic. He spent the summer at the Orton Gillingham camp for about \$1700 dollars. He was making progress. He went back to second

grade and the same thing all over again. They did not know how to handle this situation. In their school has no special teaching. I wonder how many of our children that are acting up might be dyslexic. Every child should be able to get the training they need. I urge a Do Pass on HB 1461 11:30

Kirsten Baesler, Department of Public Instruction: In support for HB 1461. **(Attachment 2).** 12:30-17:25

Vice Chairman Cynthia Schreiber-Beck: Are there any of the teacher training institutions that are teaching anything in this arena?

Kirsten Baesler: I do believe there are. There are some dyslexia specialists in our state already. I could get that information to you.

Vice Chairman- Cynthia Schreiber-Beck: Thank you that would help.

Rep. LaurieBeth Hager: The reading credentials in college, doesn't that give you the training in dyslexia and is there a distinction between a reading credential and a dyslexia credential?

Kirsten Baesler: Yes there is a distinction. I can give you my best guess, when you become a reading specialist I would imagine you would have some training on dyslexia and many other areas. 18:30-19:15

Chairman Owens: In Section 2, each public elementary school shall administer a dyslexia screening to each student by the end of the second grade. In section 3 at least once a year each student district shall provide elementary school teachers and administrators a minimum of one hour of professional development. That's max of the fiscal note, cause I can hear the locals say you want us to spend on that? So where is the money? But there is no fiscal note in here. Why isn't there one for those two requirements?

Kirsten Baesler: We there would be expenses in training but you would not need to hire an additional teacher. I'm not sure this dyslexia specialist has only that one specific role.

Chairman Owens: About Title 1 reading, in that case credentials for title 1 reading basically has changed where anybody can teach reading and no longer requires a certification for Title 1 even those with Title 1 credentials haven't been discounted it just never expires. Does that effect happen even with this? end 21:25

Kirsten Baesler: The Title 1 reading credential was part of No Child Left Behind. North Dakota chose to have that through their administrative rules. The requirement of additional training to become credentialed title one that was an administrative rules process and this would be a law.

Chairman Owens: It is just that credentials for teachers with Title 1 was listed here as well as us adding dyslexia so I was wondering if that makes it fall in the same place then?

Kirsten Baesler: 22:20-22:40 No it wouldn't we actually need to go through the administrative rules process and remove it. We can provide a credential but it is no longer required. This section 2 of this law requires that every school district have a dyslexia credentialed specialist. There is no other section of law that would have a Title 1 credentialed reading teacher.

Chairman Owens: Would DPI or ASPB bringing administrative rules to the Administrative rules committee?

Kirsten Baesler: DPI would issue this credential.

Chairman Owens: Any further questions?

Rep. Pat D. Heinert: Is it every school district will require a dyslexic required?

Kirsten Baesler: No I misspoke on that. They can get that through an REA or through a consortium.

Phone call testimony from Dawn Lentini Brookhart, Director of Curriculum Instruction and Technology in Pennsylvania: In support of HB 1461. **(See Attachment 3)** Inaudible recording. **24:05- 43:10**

Chairman Owens: Any questions?

Vice Chairman Cynthia Schreiber-Beck: Is there anything done at the college level that do train teachers in this area of dyslexia?

Ms. Brookhart: Yes. There are. Inaudible recording from (47:00-52:18)

Chairman Owens: Any further questions? Seeing none. Anyone in support of HB 1461.

Alysia Budd, Pediatric Occupational Therapist: In support of HB 1461. **(See Attachment 4)** 53:00-1:11:35

Rep. Michelle Strinden: Who do you go about getting a dyslexia specialist in the school? How might one go about that?

Alysia Budd: I do see the challenge. The problem with dyslexia is that it is not a licensed profession. There is not one set way. North Dakota has a unique opportunity now to define what would this look like in the best interest of our students and our teachers. This is not a quick process and it is very important to use science and research based define this and not opinion. 1:13:00

Rep. Longmuir: I see you have a certificate in dyslexia. Is there a type of course that could be designed so every teacher would have a basic class?

Alysia Budd: My graduate certificate in dyslexia took about 1 ½ years to do that. We do have a person here that is an instructor for the Dickinson State University in the teacher education department and she might be able to answer that for you.

Vice Chairman Cynthia Schreiber-Beck: Have you looked at this bill and can you provide any information on how you should be redesigning curriculum?

Alysia Budd: I think it would be realistic that we make sure time for schools so as this would unroll they would be able to get the dyslexia specialist in. There are some specialists already here. We could use a consultative process over the phone even. This is a great first step with this bill. end 1:15:00

Rep. Michelle Strinden: As I was thinking of providing access to specialists across the state, we have access in Bismarck and through your clinic. I thought maybe a Regional Educational Association (REA). We have 8 across the state. If we could employ a credential specialist within each of our REA's it seems it might be a place to start.

Alysia Budd: I also think online tutoring for the students, which we already are doing.

Vice Chairman Cynthia Schreiber-Beck: You are contracted with that particular district or how does that work?

Alysia Budd: The parents are private paying.

Chairman Owens: Any further questions? Seeing none.

Kari Bucholz, Founder and Executive Director of Haley's Hope: In support of HB 1461. (See Attachment 5) 1:19:00-1:32:40

Rep. Longmuir: I like were you consider the one hour training for teachers to recognize early warning signs are you going to different universities and doing training. Could this be done in our 178 school districts with the use of technology to get this out to more teachers?

Kari Bucholz: Absolutely. I have been doing that for the last 8 years. I go in to school districts if they allow me to come in and teach them in a one or three hour presentation of what the signs and what dyslexia really is. I have done that across the state and I am always happy to do that for any school district that would want it.

Chairman Owens: Any other questions? Any others in support?

Haley Bucholz, Senior in Fargo, North Dakota: In support HB 1461. I have dyslexia. I remember the frustration I had as a young child. My feelings were disappointment, fear, anger and sadness as a child. The signs were noticeable in kindergarten but most of all in first grade. Looking back at elementary school many nights I came home crying and I felt like I was different and I felt like I was a disappointment. My third grade year I was a terrible speller and I asked her how to spell the word of. She stood up and asked the whole class how to spell of. The whole class spelled it and laughed at me. That really impacted me very hard with my self- confidence. Continued on story of his childhood and how his mother called

him in to the office one day and made a commitment to help him get through this. They looked at many different schools to find one that could help me. He changed schools. That day made the most impact on what he is today. 1:34:00 1:43:25

Vice Chairman Cynthia Schreiber-Beck: What are your plans now besides helping with this?

Haley Bucholz: I am currently enrolled at University of North Dakota and I am going to play football for the next five years and maybe be a Paramedic or a degree in Medical sales.

Chairman Owens: Any further questions? Any other support of HB 1461?

Mrs. Amber Huez: In support of HB1461. **(See Attachment 6)** 1:44:14 -1:53:31

Vice Chairman Cynthia Schreiber-Beck: We are hearing this testimony but you also need to speak to the legislators from your districts. To bring this forward we need you to spread the word to your own representatives and senators.

Chairman Owens: Any further support?

Natalie Van Valkenburg, resident of Fargo: In support of HB 1461. **(See Attachment 7)** 1:55:18- 2:01:00

Chairman Owens: Any questions? Seeing none. Others in support?

Ava Kane, 5th Grade Student: I have dyslexia. In support of HB 1461. **(See Attachment 8)** 2:01:10-2:03:00

Rachel Kane, Parent of Ava: Very emotionally in support of HB 1461. **(See Attachment 9)** 2:03:57- 2:07:45

Jaime Hauge: In favor of HB 1461. Maybe how we have been trying to teach previously is wrong and we need to use our money on things like this. **(See Attachment 10)** 2:08:00-2:18:30

Chairman Owens: Any questions?

Rep. LaurieBeth Hager: **Could you tell about the screening processes that you and your family went through before you ended up in Fargo for I therapy?**

Jaime and Deb Hauge: We were really lucky when our children were at the first school that she was a special educator and she knew Jaime and I were the kind of parents that could think out of the box and were willing to anything to help. She found I Therapy by accident. We went down there and it made a lot of sense to us. Our school was very open to even trying some of the I therapy at the school because it was an hour bus ride for our sons to get to the I therapy. They were screened in first grade because they were falling so far behind. The screening just said they needed additional services in reading and math. Which our kids excel in math as long as it is not a word problem. I think we need to go back to straight

arithmetic so these kids can flourish in school. We just kept taking it farther. A mind of a person with dyslexia runs a thousand miles an hour and still to this day I will be writing something down and the word of I can't get it from my head to a piece of paper. We even tried taking them to a chiropractor and it didn't work. We don't know the answer but we know we need your help to make this work for everyone.

Rep. Hoverson: Did you try the Orton-Gillingham approach?

Jaime/Deb Hauge: We are now. There isn't proper training in this and I can't waste any more time so now we run to Bismarck twice a week which is 1 ½ hour away. We need help now.

Chairman Owens: Any other support?

Nicole Leininger, parent: In support of HB1461. **(See Attachment 11)** 2:24:34 – 2:44:50

Chairman Owens: Any questions? What I have seen in this even with the struggles that they have the children and the parents don't allow it to keep them down from the stories we have heard. The bill is about three things credentialing, testing, and training. That is the only thing we are working on now.

Jennifer Dockter, Parent: In support of HB 1461. Very emotional support, she is a parent of a child with dyslexia. **(See Attachment 12)** 2:47:00-2:52:35

Chairman Owens: Any other questions? Seeing none. Any other support?

Ruth Bergstrom, K-6 Elementary Teacher: In support of HB 1461. Please give this a Do Pass recommendation. **(See Attachment 13)** 2:53:00-3:05:10

Chairman Owens: Any other support?

Krista Erovick, Parent: In support of HB 1461. I have a learning disability but the current processes we have in our schools never caught me. I was a 4.0 student but I cannot read. Please give this a Do Pass recommendation. **(See Attachment 14)** 3:06:00- 3:11:00

Pam Krueger, Instructor in Teacher Education program in Dickinson State University(DSU): In support of HB 1461. **(See attachment 15)** 3:11:00- 3:15:30.

Chairman Owens: Any questions?

Rep. Longmuir: You do teacher training for DSU. Do you have dyslexia as part of your teacher training program?

Pam Krueger: I teach a class called Exceptionalities for children and that is the one class that teachers are required to take where they learn about all exceptionalities from giftedness, dyslexia to all intellectual disabilities. We meet 3 hours a week for 16 weeks. I do spend a lot of time on dyslexia when I teach the course but I think very little time is spent normally.

They are required to take 2 reading courses in North Dakota and I highly doubt that they have instruction in Orton-Gillingham 3:17:40

Vice Chairman Cynthia Schreiber-Beck: Is there a possibility that this teacher training could be incorporated into our higher ed system and what would it take?

Pam Krueger: I am so happy in this bill we are talking about professional development for the ones that have already gone through. I think a major difficulty with teachers that are being trained now is that the faculty are not trained in Orton-Guillingham or dyslexia. They can't teach what they don't know. I don't know what the process is to have that added. There is so much added that teachers are expected to be specialists in many areas. There is online training also.

Rep. Michelle Strinden: Where did you receive your Orton-Guillingham training?

Pam Krueger: I am from Canada and it was very hard to find training there and I researched and found a school in Vermont. I took the training for two weeks and then you practice. I followed up in Toronto and then since I moved here I have met people in Minnesota and we have come here to Bismarck sometimes to train. I am now under the person in Minnesota so I can start training myself.

Rep. Michelle Strinden: So there is some training available and do you know the name of that in Minnesota?

Pam Krueger: Rochester has a very good training and they started doing the first part online. More and more is becoming available. 3:20:00

Chairman Owens: Any other

Mistie Bouilly, Family Support Specialist.: In support for HB 1461. **(See Attachment 16)**
3:20:10-3:25:40

Holden Bouilly, 6th Grader with Dyslexia: In support of HB 1461. **(See Attachment 17)**
3:25:47-3:27:10

Chairman Owens: Your mother said you have to rely on spell check and grammar programs. I think spell check was invented for me. I am a terrible speller so we both need it then. Closed the hearing for lunch break. We will reconvene after afternoon session.

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HB 1461
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32307

- Subcommittee
 Conference Committee

Committee Clerk: Bev Monroe by Donna Whetham

Explanation or reason for introduction of bill/resolution:

Relating to dyslexia screenings and training for teachers and other staff; to credentials for dyslexia specialists; and to provide for a report to the legislative management

Minutes:

Attachment 1-7.

Chairman Owens: Reopened the hearing on HB 1461. Afternoon testimony continuing on HB 146, is there any other support?

Testimony in support submitted but did not give oral testimony:

Susan Longwell-Gietzen, Reading specialist in Bismarck Public: (Attachment 1)

Leanne Schmidt: State employee. (Attachment 2).

Justine Gibbon, Elementary Reading Teacher in North Dakota. (Attachment 3)

Susan Longwell, Reading Specialist in Bismarck Public Schools. (Attachment 4)

Meg Lindholm, Parent. (Attachment 5)

Chairman Owens: Is there any other support for HB 1461? Is there any opposition? Any neutral testimony?

Russ Ziegler, North Dakota Council for Educational Leaders: Presented neutral testimony for HB 1461. (Attachment 6) 6:02

Rep. Michelle Strinden: You mentioned the screening and the professional development, with regard to the credential do you have a position on the credential?

Russ Ziegler: Yes, we do have, on what is it going to take. The credentials shouldn't be something that can be done in a day or two. We want to give the schools time so we get the

right people in the right positions with the right training behind them. With only 8 REAs in the state I am not sure they would have enough staff to cover all the schools and have a qualified person.

Rep. Michelle Strinden: If those people were trained independently on their own merit and finances, would you be opposed to them serving at an REA in that capacity. That is what the credential would provide, a way for DPI to put someone in the building with a credential.
8:30

Russ Ziegler: No we would not be opposed. Talked about personal family disability. Our position would be to have a task force and work this out, it is a large problem. 9:00 – 10:50

Rep. Mary Johnson: How many screenings do schools do and for what?

Russ Ziegler: I will defer that question to Tracy Klein.

Chairman Owens: I would like to mention Section 1 in the bill, it is just DPI you will provide credentials so that will not affect the schools or the districts. Section 2 you mentioned screening and professional development as the cost, what about paragraph 2 and 4 on page 2. The school board may contract and employ...It says may so they don't have to.

Russ Ziegler: Schools currently contract with outside agencies at times. Such as occupational or speech therapy. It could be a cost issue if the child qualifies for special education. Then that cost could possibly be covered and would be a cost on the district. Under paragraph 4 in section 2 where every student would have to receive instruction whether they so choose.

Chairman Owens: Then the training I already figured out the 1 hour was a \$1 million. You confirmed my math. Is there any further questions? Seeing none. Anyone else here in neutral position?

Tracy Klein, Student Services Director, Morton-Sioux Special Education Unit: (See Attachment 7) I have changed my position to neutral on HB 1461. (14:40-20:30)

Chairman Owens: Any questions?

Rep. Longmuir: You heard the testimony that schools avoid the word dyslexia, is that what you see?

Tracy Klein: In the staff I work with if we talk about dyslexia we talk about it as a reading disability and what is the issue we need to try to remediate. Is it decoding, processing or comprehension. It is a reading associated disability what are we going to do for intervention.
21:00 – 21:30

Rep. Mary Johnson: You say both the assessment process and reading difficulties associated with dyslexia are encompassed in the code of Federal Regulations. What does that mean? Evaluation is one thing but does the code provide for specialized education for dyslexia or recommendation or requirement? 21:40 - 22:20.

Tracy Klein: In the regulations dyslexia is specifically listed as one of the reading disability areas. Just as with any area of need there is a process that assesses that area. You would first need parental consent. Then you do a profile, that would lead to a broader assessment tool. Then within that test there would be some standardized scores to compare with from across the nation. Then you could find where they come up to. If the scores are low then we go on further to do more diagnostic testing so we can identify the area and can develop and Individual education plan to get at the problem.

Rep. Mary Johnson: So the code does not prescribe any special education for these individual assessments?

Tracy Klein: No, as soon as you pick one curriculum or one approach you are then discarding the broader issue of the problem you are trying to resolve. One size does not fit all. end 25:20

Rep. Mary Johnson: In your experience is there a lot of children that are not identified and helped?

Tracy Klein: Yes as not identified as having dyslexia but are identified as having a reading disability.

Rep. Michelle Strinden: It is clear there is an issue. Help us understand about children that have above average intelligence who may not need an IEP. How could this fit into just regular education relating to 504 services and also just a credential. A credential could be helpful to provide reading specialty for dyslexic students apart from IEP's. 25:50-26:55

Tracy Klein: If we are screening all kids before the 2nd grade. That is a primary function we are going to identify those kids that have some kind of reading difficulty which may not be dyslexia. We pretty much do that already with our testing. The problem is getting at the specific of dyslexia. It impacts general Ed by they need to be trained on the Orton-Guillingham methodology that is being promoted by this bill. 27:00-28:00

Rep. Michelle Strinden: Would that be helped by providing a code within DPI so they could provide that, the credential?

Tracy Klein: No, because I want to represent all kids that have needs. Unless we can write a century code for each different disability it wouldn't work. My biggest apprehension on of this bill is we are beginning to write individual codes for individual needs and individual disability areas. I fully support we need to have more training and be better equipped to help the dyslexic students. U of Mary does have 5 different reading classes for training for reading disabilities. end 30:10

Rep. Andrew Marschall: Who has determined dyslexia is primarily a reading disorder because as one who is dyslexic, it is more than just reading. It is more remembering certain things.

Tracy Klein: Yes there are all different varieties of processing disorders. Dyslexia falls under a learning disability and it could be a disability in the area of reading or math. When I am talking about Federal codes that is where dyslexia fits.

Rep. Andrew Marschall: So it is not just reading?

Tracy Klein: Yes it can be different areas. Reading has the higher incidence than the other areas. We need to move away from remediation and start looking at accommodation because we hear about low self-esteem. We need to help them find their strengths as well. end 33:00

Chairman Owens: It was mentioned about existing testing of the children early on. To what end does it get you close to reading problems or dyslexia problems?

Tracy Klein: It is fairly broad based so it looks at all academic areas. They map problems and strengths and weaknesses. Most districts are doing progress monitoring. We want to get to the problem early to get the help the student needs. 34:45

Chairman

Owens:

With credentialing under Every Child Succeeds reading specialist doesn't have to be credentialed anymore? If you are an elementary teacher, you qualify to teach reading which surprises be. I haven't seen that an elementary teacher has been trained to identify the specific problems and know what to do about these problems. Do you see this as a problem? We are getting away from Title 1 trained teachers.

Tracy Klein: Yes. The reason why we are moving away from those, is because we are functioning with vacancies. It is better to have someone that is generally trained and give them additional training on the job then have no one there. 36:30

Chairman Owens: I understand the shortage of staff. Any questions? Any other neutral testimony? Seeing none. Closed the hearing.

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Explanation or reason for introduction of bill/resolution:

Dyslexia screenings and training for teachers and other staff; credentials for dyslexia specialists; to provide for report to legislative management

Minutes:

Attachment 1.

Chairman Owen: Opened the hearing on HB 1461.

Rep. Michelle Strinden: Explained the amendment. After talking with Kirsten Baesler DPI want to leave in all the screening for dyslexia. (Attachment 1)

Rep. Brandy Pyle: On page 3 line 26 would it be possible to add “trained teacher employed or contracted”. I went back and talked to our superintendent and they contract with Haley’s Hope for some of their help.

Rep. LaurieBeth Hager: Is there any other programs where the school is contracting out on autism? Is it the school fiscal responsibility to be contracting out?

Rep. Longmuir: We contracted out a lot of services. Especially the special education services simply because most school districts can’t afford to high those specialists.

Rep. Hoverson: I love everything about this bill, but at the end where it says “if public school personnel identify a student as having dyslexia a trained teacher employed by the school shall provide”. Are we saying that they have to? I am not understanding why there was no fiscal note with this then? I wonder if we are asking the school to do this and we don’t have any idea this would cost.

Chairman Owens: Yes, it is an unfunded mandate.

Rep. Denton Zubke: That would be my concern is the unfunded mandate in line 26. I am assuming even if the REA's have the staff to service the schools they would still charge for them.

Vice Chairman Cynthia Schreiber-Beck: I wonder if there shouldn't be a date put in here and it is known it cannot be implemented tomorrow.

Rep. Michelle Strinden: We did talk about that this is ongoing and we are lacking this training. As a result of that first hearing Dickinson State University is going to start a training program.

UND is also trying to get this training started. The amount of time is the issue.

Rep. Andrew Marschall: If we do have children with dyslexia they may already be in some kind of a program already, this may help to get the correct help to aid them with their problems? It will be hard to ascertain a fiscal note.

Rep. Denton Zubke: Does anyone know what it costs to have a child go to Inspiring Minds for a month?

Rep. Michelle Strinden: It is a lot.

Rep. Denton Zubke: Say after the testing we find 15 children are going to have some kind of intervention services. Couldn't that be quite expensive?

Chairman Owens: Yes. Originally the amendment was designed to take out the fiscal note and that sentence put it back in unless you change "shall" to "may".

Rep. Ron Guggisberg: It is expensive but not as expensive as not giving them the training. They will have to spend a lot more time to teach the student and not knowing how.

Rep. LaurieBeth Hager: I would think dyslexia is a disability therefore it needs to be accommodated.

Chairman Owens: I would remind you of the special Education that testified that this is basically covered under Special Ed which would require an Individual Education Plan(IEP) once you are identified.

Rep. Michelle Strinden: The problem is it is not identified.

Rep. Mary Johnson: I think the success of this program will be both good and bad. It is sad to see we missed so many dyslexic children and we will see the success of this if we pass this bill. Maybe the state will start funding it.

Chairman Owens: If it goes to the floor and passes it still will have to make it through the Senate.

Rep. Michelle Strinden: Should we take the word "shall" out of line 26 and put "may".

Chairman Owens: We would need a motion to have a motion to adopt the amendment before we can change it. To me the most important thing here is each public school shall offer... and there is no start date. This won't go into effect until August 1. They have until then to get it do. If we believe it will be identified in special Ed we wouldn't have to worry about the "shall" to "may".

Representative Denton Zubke: Didn't we say to have an IEP they had to be severe enough and a lot of them weren't. 18:50

Rep. Michelle Strinden: That is where the screening comes into play because they are bright and they know how to provide the teacher wants and that is why they are missed.

Rep. Denton Zubke: I understand that and he was talking about the Federal register, the IEP's and how they qualify for that through the Federal government.

Chairman Owens: I am just talking about how Special Ed is paid for in the formula and how that is identified.

Rep. Dennis Johnson: My concern with this is this will be in the special Ed, allowing for the testing and I am fine with this and if every school district will have to provide training this could be quite expensive and it may fall back on the schools.

Chairman Owens: I so think that Special Ed teachers know about dyslexia and have at least some knowledge on it.

Rep. Brandy Pyle: I think August 1st would be a great start date so we wouldn't have to do anything.

Rep. Ron Guggisberg: When do they normally do teacher professional development?

Chairman Owens: From my understanding it is done at various times throughout the year. They do have days to hours so they can do 4 hours sometimes.

Rep. Longmuir: An example is in some school districts they do every Wednesday afternoon is an early dismissal and it gives a 2 hour in service for the teachers throughout the whole year. There is also 2 days of training before the start of school. It is good to have the flexibility to do that.

Rep. Ron Guggisberg: This bill will not get passed in the senate as is we will have some amendments.

Rep. Michelle Strinden: I would move the amendment to HB 1461 on page 2 line 22 After school district, strike "must" add "may" and to insert in line 26 "employed or contracted by the school" strike the word "shall" and add the word "may" provide dyslexia intervention services to the student."

Rep. Zubke: Seconded.

Chairman Owens: Any further discussion?

Rep. Pyle: I will support the amendments. I think this type of teaching might be a great way for every learner. We also offer eye testing every year and I am not sure if that is mandated. I am excited about the screening part, let's catch it first.

Rep. Mary Johnson: If the children come from a socioeconomic background that can't afford to do anything even if they are screened they will fall through the cracks.

Chairman Owens: That is why it is good with the Special Ed part of this because of the IEP it would help them.

Vice Chairman Cynthia Schreiber-Beck: We need to look at this carefully. On line 4 and lines 23-28. This is under the screening portion, if I am understanding it this is beyond the screening portion and putting in the service. Which is redundant when you go to page 3 and look at training teachers, administrators and ancillary interventions. I think that should not be under the screening item. It should only be on page 3. One is screening and one is training. We really need to look at that. 30:00

Chairman Owens: But both of them refer to providing dyslexia intervention services to the student.

Rep. Michelle Strinden: I will explain my amendment again. I would move the amendment to HB 1461 to remove on page 2 section 2 lines 22-28 and renumber accordingly and to insert in line 26 "employed or contracted by the school" strike the word "shall" and add the word "may" provide dyslexia intervention services to the student" and removing in Page 2 section 2 lines 23-28 and renumber accordingly.

Rep. Zubke: Seconded.

Chairman Owens: We have the same motion and second. Any further discussion? Seeing none.

Voice vote: Motion carried to amend HB 1461.

Rep. LaurieBeth Hager: The second grade on page 2 line 11. Is that the end point are we going to be identifiable by second grade. Is that long enough and if it shows up in fourth grade what do they do? Do we want by or through the second grade? 33:30

Rep. Michelle Strinden: It is through the second grade.

Chairman Owens: We have the amended bill before us what are your wishes?

Rep. Pyle: I make a motion for a Do Pass HB 1461 as amended.

Rep. Marschall: Seconded.

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2-12-19
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Chairman Owens: Any further discussion? Seeing none. The clerk will call the roll for a
Do pass as amended for HB 1461.

Roll call vote taken: Yes 13 No 0 Absent 1. Motion carried.

Rep. Pyle: Will carry the bill.

Hearing closed.

February 12, 2019

DA 2/12/19

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1461

Page 2, line 10, after "shall" insert "offer to"

Page 2, line 10, replace "each" with "any"

Page 2, line 11, replace the first "by" with "through"

Page 2, line 11, after the underscored period insert "A parent or legal guardian of a student may refuse a dyslexia screening offered by the school."

Page 2, line 16, remove ", such as the"

Page 2, line 17, remove "institute for multi-sensory education's comprehensive Orton-Gillingham training"

Page 2, line 22, remove "A school district must provide a student identified as having dyslexia with education"

Page 2, remove lines 23 through 27

Page 2, line 28, remove "5."

Page 3, line 1, replace "6." with "5."

Page 3, line 7, after "staff" insert "- Intervention"

Page 3, remove lines 8 through 20

Page 3, line 21, remove "3."

Page 3, line 23, after "schools" insert "regarding dyslexia identification and intervention. If public school personnel identify a student as having dyslexia, a trained teacher employed or contracted by the school may provide dyslexia intervention services to the student"

Renumber accordingly

Date: 2-12-19
Roll Call Vote #: 1

2019 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. HB 1461

House Education Committee

Subcommittee

Amendment LC# or Description: 19.0557.05004

- Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 Place on Consent Calendar
Other Actions: Reconsider

Motion Made By Rep. Strinden Seconded By Rep. A. Zubke

Representatives	Yes	No	Representatives	Yes	No
Chairman M. Owens			Rep. Guggisberg		
V. Chair. Schreiber-Beck			Rep. Hager		
Rep. Heinert					
Rep. Hoverson					
Rep. D. Johnson					
Rep. M. Johnson					
Rep. Johnston					
Rep. Longmuir					
Rep. Marschall					
Rep. Pyle					
Rep. Strinden					
Rep. Zubke					

Total (Yes) _____ No _____

Absent _____

Floor Assignment VOICE VOTE

If the vote is on an amendment, briefly indicate intent:
MOTION CARRIED.

Date: 2-12-19
 Roll Call Vote #: 2

**2019 HOUSE STANDING COMMITTEE
 ROLL CALL VOTES
 BILL/RESOLUTION NO. HB 1461**

House Education Committee

Subcommittee

Amendment LC# or Description: _____

- Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 Place on Consent Calendar
 Other Actions: Reconsider _____

Motion Made By Rep. Pyle Seconded By Rep. Marschall

Representatives	Yes	No	Representatives	Yes	No
Chairman M. Owens	✓		Rep. Guggisberg	✓	
V. Chair. Schreiber-Beck	✓		Rep. Hager	✓	
Rep. Heinert	✓				
Rep. Hoverson	✓				
Rep. D. Johnson	✓				
Rep. M. Johnson	✓				
Rep. Johnston	✓				
Rep. Longmuir	✓				
Rep. Marschall	✓				
Rep. Pyle	✓				
Rep. Strinden	✓				
Rep. Zubke	✓				

Total (Yes) 13 No 0

Absent 1

Floor Assignment Rep. Pyle

If the vote is on an amendment, briefly indicate intent.

REPORT OF STANDING COMMITTEE

HB 1461: Education Committee (Rep. Owens, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (13 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). HB 1461 was placed on the Sixth order on the calendar.

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Page 3, line 23, after "schools" insert "regarding dyslexia identification and intervention. If public school personnel identify a student as having dyslexia, a trained teacher employed or contracted by the school may provide dyslexia intervention services to the student"

Re-number accordingly

2019 SENATE EDUCATION

HB 1461

2019 SENATE STANDING COMMITTEE MINUTES

Education Committee
Sheyenne River Room, State Capitol

HB 1461
3/20/2019
34039 (2:53:37)

- Subcommittee
 Conference Committee

Committee Clerk: Lynn Wolf

Explanation or reason for introduction of bill/resolution:

A bill relating to dyslexia screenings and training for teachers and other staff; relating to credentials for dyslexia specialists; and to provide for a report to the legislative management.

Minutes:

Att.#1-Strinden; Att. #2-Krueger; Att. #3-Baesler; Att. #4-Baesler;
Att. #5-Bucholz; Att. #6-Robinson; Att. #7-R. Kane; Att. #8.-Kane;
Att. #9-Huez; Att. #10- Att. #11-Leininger; Att. #12-Budd; Att. #13-
Kraljic; Att. #14-Norby-Jahner; Att. #15-Elijah; Att. #16-Peterson;
Att. #17-Mosset; Att. #18-Dockter; Att. #19-Klein; Att. #20-
Dockter-Krueger; Att. #21-Pletan; Att. #22-Prussing; Att. #23-
Copas; Att. #24-Baxley.

Chairman Schaible: We will come back to order and the clerk will take the roll. We will open the hearing for HB 1461.

(0:01:04) **Representative Michelle Strinden, Dist. 41 See Att. # 1:**

Senator Rust: We all know people – some pretty prominent people that have dyslexia and I understand what a barrier it must be to reading. You have each public school shall and I was wondering if you consider an appropriation to help schools get those people? The thing I hear most often from schools is you keep putting things on us – mandates for us to do – but you don't provide the money for us to do it. I was wondering if you had considered an appropriation for this?

Michelle Strinden: Yes, one of the concerns that was brought up as well in the House committee, was that very question. One of the things when visiting with Department of Public Instruction Superintendent Baseler, the method of providing a specialist's credential would be similar to providing that credential that would – I'm a school counselor by training and that was training that I obtained individually on my own behalf because that was my interest area. It didn't cost the state any money for me to go and get my credential. It could be, however, if it was needed and perhaps it could be funded federally for those schools that would need that specific specialty credential. That would not come as a cost. As a part of the screening portion of the legislation, that is could simply be provided – I could take my phone right now and print off at your computer the screening. It is a very basic screening. It is something that would not cost a fee. It is just finding the proper screening for dyslexia that needs to be addressed. Professional Development (PD) – we have plenty of opportunities throughout our

state that we could bring in. Dyslexia specialists to educate our professionals. One of the things that I think is most concerning to me is that we do have reading – Title I – we have reading specialists, but what is interesting is they are not addressing these students properly. That is what this legislation needs to help and assist with.

Senator Oban: I want to start the I completely admire your goal of trying to improve literacy across the state. I think all of us can agree that is a worthy goal and that unfortunately it is harder to do than we think it is. I appreciate that you are trying address that. My question was a little bit on singling out dyslexia as the only disability that we are going to focus on in making these requirements. There are many other disabilities that can affect a child's ability to be literate especially by that second grade level. Why limit it to dyslexia? You mentioned that there are many screenings you can print off your phone, this doesn't address what is the proper screening.

Michelle Strinden: No, it doesn't and in the original legislation, I actually had more specific language within the bill. That has been amended out by the House committee. I would encourage the committee to look at the language that was amended out that would be a bit more specific bring in some of the proper training and policy that might assist in that in the state. What was the first part of your question – I apologize –

Senator Oban: That is okay. Why we are limiting this level of detail to dyslexia only?

Michelle Strinden: Dyslexia is unique. I have some experts that can testify to the fact that dyslexia as a reading disability needs to be remediated in a proper way, however, much of the things we do with a dyslexic student – an average, normal reader or even a reader who is behind, could benefit from the very similar practices. These practices for instance, I did a lot of research in what was going on in Pennsylvania. They have a public school that has a reading academy. Their public schools using curriculum that was basically made for the dyslexic student population and they are applying it to the entire public school. Because what they found is they're improving all of their readers by using these techniques. One of the things is that the problem in starting for instance whole language approach is not effective for a dyslexia student. Research has shown it is not as effective for all readers when they are beginning reading. What phonics is the approach that research is showing is very, very solid and helping all readers, but beyond that for dyslexic reader the phonetic awareness is below the phonics level and that is where we need to start with the dyslexic student. That is the fundamental difference for the dyslexic child as I have learned to understand it.

(0:14:11) **Pam Anderson, Dist. 41:** I want to tell you about my grandson Charlie. When he was little, the two things he liked to do was being read to and by age of three, he could download games on my phone. He didn't really care about baseball and throwing a football. He is outgoing gregarious little kid. Kindergarten was fine. He goes to a public school in Minneapolis. But, first grade was terrible. He wouldn't get on the bus, he wouldn't get off the bus, he wouldn't go in the room, he spent a lot of time in the principal's office and their lockers were those open lockers and he would just go sit in there until lunch time. Everyone was frustrated – the school, the parents. Working with the pediatrician, he had some testing done in February of his first grade. We found out he was dyslexic and not a little dyslexic. Well, it all made sense because the two things Charlie loved to was math and free time. Because he couldn't read very well, they were taking him out of math and free time to go to class to read

that was never going to teach him how to read. He was six years old, he didn't know what was going on. Once he started to describe it, he said, "the letters just swim on the page." He had no idea that they should be in a straight line. Now we have a diagnosis so he goes to summer camp to Orton Gillingham summer camp and code camp – because he loves coding. And he says to me at the end of the summer – "Grandma Pam, I am dyslexic. I am going to figure out the code. The code to read." I just wonder how many other Charlies there are out there that are acting out because no one has diagnosed them because they cannot read and it terribly frustrating. If one in five children are dyslexic, this bill will help us find the Charlies and help them find the code. I hope you vote for HB 1461.

(0:16:57) **Pam Krueger: See Att. #2:**

(25:45) **Senator Oban:** You are currently teaching on the Bismarck State College campus for Dickinson State University in the teacher prep program – is that right? What if anything have you done to try to make sure that our teacher prep programs are adjusting to this information? Have you approached the State Board of Higher Education (SBHE) to try to make sure that – especially those elementary teachers are better trained in this? I always think about – we try to catch teachers after they are all done being trained rather than trying to make sure that our new teachers are coming in with more information when we have that. Have you approached the SBHE or teacher prep programs at all to try to make sure that this is also being addressed in those college courses?

Pam Krueger: The good thing that has happened because of this bill is the conversation has started. The ND Association of Colleges for Teacher Education (NDACTE) – we are starting to talk about it in our meetings. I am not sure where that will go, but at least the conversation has started.

Senator Fors: In your testimony, there are 33 bills in Texas dealing with dyslexia. Why 33?

Pam Krueger: Yes, that is interesting. I was going to look and see why there are so many, but I think that sometimes – you know you get a bill and not too much happens. It takes a long time to get things moving, so I am not sure if has taken them that long – I didn't look at the specific ones to see what they were about. They have done quite a bit there. They have a handbook on dyslexia for their districts and I think each step of the way, they have had different bills passed.

(0:28:00) **Kirsten Baesler, Superintendent, Department of Public Instruction: See Att. #3, See Att. #4:**

(0:30:09) **Senator Oban:** How does one go about getting a credential?

Kirsten Baesler: When the legislature provides the authority to the ND Department of Public Instruction, we begin the process of writing administrative rules. Generally, what we do is bring together a group of people that experts in the areas like something like reading needs and the reading challenges, we write a first draft and send it out to the field for comments to the people that it will impacting most. We collect and solicit information and then we apply to approved by an administrative rules committee comprised of legislators. We have a public hearing to approve those administrative rules.

Senator Oban: I have a broad question because I think it has a big impact on this issue and issues that are completely related to the statewide vision. Do you think we do a good job as a state on early intervention generally?

Kirsten Baesler: No, I don't. I think we could do a better job.

Senator Oban: Do you think that has a significant impact on the issues we see later in life with students?

Kirsten Baesler: I absolutely do.

Senator Oban: Do you think the best investment we could make is an early intervention to be sure that every child is more successful in school.

Senator Rust: Who do you think needs this training? Who would need more advanced training? I am looking at certain grade levels – is it K12 – who should get this training and who would be the people that would need more advanced training?

Kirsten Baesler: I will tell you that it is my practice to bring people smarter than me together to make those decisions. I certainly am not an expert – I have a teaching credential, I have master's degree, I have gone through leadership training in education, but I am certainly not a special education – not a reading specialist, not a special education provider, and I think my first task as the state superintendent of public instruction is to bring those people together that have committed to know this issue inside and out to provide that guidance. That would be inclusive of any type of implementation and credentialing process that would take place. I do thing – reverting back to Senator Oban's question, I think we do have pockets of the state that do an excellent job of early intervention. They do a fabulous, phenomenal – have a framework in place that is doing an incredible job. My job as a state superintendent with 470+ buildings, 178 school districts is to make sure that every student in every zip code has that same kind of framework. That is where we can do better and it will take the experts that have committed their life and their careers to this work to make a difference.

Senator Rust: It would seem to me, the sooner the better. If you have an early childhood program, probably person, if you don't, probably a kindergarten teacher and probably the other people that might be the reading stratigists that have that grade level because I guess we don't want to be an eleventh grader and find out – Wow – that person has dyslexia. It might be a little bit late in the process. So, probably it has to be at that very, very early stages and yet, the bill says each public elementary school shall – okay, I didn't know if it said all teachers – I forgot that.

(0:34:04) **Kirsten Baesler:** Absolutely, the earlier the better. We have trained reading specialists and special education providers and skilled kindergarten, first, second grade teachers that are trained and receive PD on identifying a multitude reading challenges. This is an opportunity to really focus on that as well as making sure we are identifying dyslexia as well as a multitude of reading challenges that, again, I am not an expert in, but reading specialists and special education providers are. I would also say, that it is very important to engage our parents in what they are seeing at home and I think the link between parents and

school districts needs to be strengthened as well so they become true partners in the course that they are going to take for their students.

Senator Rust: I am convinced that one's school program – curriculum – can all be tied to money. If it is important, you need some money to pay for it, because if you don't have the money to pay for it, it is not going to happen. That is pretty clear to me in managing a school that that is true. Do you know if something like this – could you use Title I funds on something like this? This might be a way to use some dollars or maybe some PD dollars to fund this.

Kirsten Baesler: Yes, we have Title I dollars for students, we have Title II dollars for PD, we have a multitude of – the days of supplant vs. supplement are gone. The US Department of Education has said there is much, much more opportunity to braid funding from the federal level and the supplement vs. supplant – we are still working hard to get that communication out to our local school districts, but yes, there is a multitude of funds that can be used and should be used to ensure that we are meeting the state's goal of increased students that demonstrate reading proficiency by third grade. To your overall point, of everything that is important takes money and I would ask again the legislature to remember that as these six goals go forward that all of these goals – if we are truly going to move the needle on all of them, we are going to need to take support from the state.

Senator Oban: You brought up parents at the end of the previous question from Senator Rust and I was a little concerned about the language we have in here about a parent of a student in here being able to refuse a screening. I know in education we are always balancing parental rights with as trained people, what we know is best for kids. What do we do in a situation where we think a kid needs that screening, but a parent refuses?

Kirsten Baesler: You have hit on one of the biggest challenges that an educator faces in their everyday life. As an educator, you have been one, you know, you do everything you can to create that partnership and find a path forward that is in the best interests – the parent, the teacher and the school leader have that common goal in mind. They have different perspectives sometimes, but they both – everyone involved wants the best thing for that child and so, you nurture those skills, that relationship to find the path forward that is in the best interest of that child, but you do have to balance it.

(0:38:16) **Kari Bucholz, Exec Director, Haley's Hope: See Att. #5:**

(0:51:16) **Sarah Robinson, Associate Clinical Professor, Communication Sciences and Disorders, UND: See Att. #6**

(1:04:45) **Senator Oban:** Just for purposes of when you are anticipating opposition I think it is also important sometimes to think about that we vote on the words on the paper, so it is not the idea that we are opposed to, but it might be the way the bill is drafted, so it might take some work, but I bet there is nobody sitting at this table that doesn't support making sure that every child with dyslexia is given the services that they need.

Sarah Robinson: I didn't mean to suggest that, I was thinking for people that may follow and present their opposition – I am sort of anticipating what they may say.

Senator Oban: But, that is an important one to include – just so you are aware. I would ask you the same question as I asked somebody else who is in higher ed. She was teaching teachers how to teach. Have you done anything to go to the SBHE or to UND specifically to try to incorporate these kind of things in teacher prep programs

Sara Robinson: So, I do guest lecturing when asked in different courses and there are some who are more open to that. I have also – in October of this past year we had John Alexander who is a graduate of Harvard and runs the Grove Academy in the cities which is a specialized school for those with dyslexia. I invited everyone to come from the Teaching and Learning and they didn't.

Senator Oban: Can you give me your feedback on the dichotomy we are in of trying to address a lot of issues in schools that maybe aren't being addressed at home. It might be a lack of training in both areas. If teachers are lacking training specifically in dyslexia, lord knows that a working family is going to be lacking in that. How can we better create that partnership when we are trying to address something that has such impacts on a child's ability to learn? To do early screenings when we live in a state where people feel like - there is an attitude that what happens in a home is entirely up to a family – keep the government out of it. It is not the government's job. When we could be catching this stuff a little bit earlier.

Sarah Robinson: Based on my experience, I worked in the birth to three program for years which is – we go into people's homes in that program. It is relationship building and I do think that then at that point where there are kids getting to school, I don't think that it is a necessarily a lack of education of parents, but I just think that parents assume that the schools know better and I just think we need to build a better partnership I think because I don't think it is that parents don't know or want the best, but sometimes we defer to the schools because we think that they are the experts. I think we need to do a better job overall with teaching literacy.

(1:08:20) **Rachelel Kane, Parent: See Att. #7**

Senator Oban: Where did you take Ava where she got the screening that you were – that led to her diagnosis?

Sarah Robinson: Through a friend we found Pam Krueger who happened to be a reading tutor and that is all I knew at the time. She was partnering up with Alicia at Inspiring Minds and so that where we did that.

Senator Oban: Can you tell us a little bit about what that screening was like?

Sarah Robinson: Yes, for Ava, I believe it was a two and a half hour testing period where they tested her – and Alicia can tell you more about that.

Senator Rust: Where was Pam working at the time?

Sarah Robinson: She works with Alicia at Inspiring Minds.

Senator Rust: It wasn't through the school – it was outside of school?

Sarah Robinson: Yes, that is correct.

(1:14:42) **Ava Kane:** *See Att. #8*

(1:17:04) **Amber Huez, Parent:** *See Att. #9:*

(1:25:51) **Chontelle Hansen, Director of the Reading Therapy Center, Inc:** *See Att. #10:*

Senator Rust: I am from the northwestern part of the state and as I hear the testimony, I hear the various places that can help you outside of the school. I am wondering a little bit about and I am envious about that – I am envious about some of the things that I hear some of the schools are doing. We suffer a little bit from being a more remote section of the county. I am wondering about the reading therapy center. I am wondering is this part of a school, part of an REA, is it nonprofit or profit organization? Can you tell me a little about the Reading Therapy Center?

Chontelle Hansen: The Reading Therapy Center is a private organization. It is not affiliated with any school.

Senator Rust: For profit – nonprofit?

Chontelle Hansen: It is for profit, yes, I am the director of it. It is for profit right now. We work with area schools within Fargo and then just on the other side of Minnesota as well.

Senator Rust: I wasn't trying to be derogatory and asking about private or profit rather. I was just wondering about your funding. I am a recovering administrator and as such, I have a tendency to focus a little bit on that because I truly believe that one's educational objectives and goals are met by dollars and cents. I mean, if it is something that is important in your school, there is some dollars that are in the school's budget for it.

Chontelle Hansen: I should say that we are more towards probably a medical facility as well, so many of our backgrounds are speech and language pathology as well, so we work with students in speech and language.

Senator Rust: Does any of that get paid through insurance then?

Chontelle Hansen: Yes. For certain areas and for a certain part of it. Dyslexia in and of itself is under the blanket of speech and language pathology as well. Not saying that all of our students are covered under medical insurance – that is not the case, however, some of our students have more than just what we would call some classic dyslexia that there are more things wrapped around within it.

(1:34:12) **Nicole Leininger, parent:** *See Att. #11:*

(1:56:32) **Alysia Budd, Pediatric Occupational Therapist:** *See Att. #12:*

Steven Kraljic, Parent: *See Att. #13:*

KrisAnn Norby-Jahner: See Att. #14:

Lisa Elijah, Parent: See Att. #15:

(2:17:56) Krisanna Peterson, Parent: See Att. #16:

(2:21:08) Kerry Mosset, Parent, 3rd Grade Teacher: See Att. #17:

Senator Oban: Why do you think a teacher would be so afraid to approach a parent and tell them that I think your child might have dyslexia?

Kerry Mosset: I don't know. I am so confused on the whole thing. Even after I am still muddling my own path. I don't know how to answer that question.

Senator Oban: I find it curious – everybody that has gotten up has made that statement.

Kerry Mosset: I don't know if it is just because as a whole there is such a whole big misunderstanding of what it is and if – honestly, I don't know how to answer that question.

Senator Oban: Because I don't get it either. It doesn't sound any scarier to me than – you know. When you were describing this, I noticed that the bill does not include adding dyslexia as a student – specifically dyslexia and again that is my problem with the language in the bill – the intent of the bill. But I think it is missing pieces and I don't know that it was a comprehensive – there were specific things detailed in the way it was introduced, but that is not my complaint. It is that maybe that this has been as thorough as it needs to be to make sure we do this right. You pointing out that, led me to go and look at the definitions that we list for special ed – make sure I say it right – student with a disability. It is not listed and I think it should be if this is where we are going, then I think it needs to be added to that list.

(2:29:30) Jennifer Dockter, Parent: See Att. #18:

(2:32:49) Tracy Klein, Director, Morton-Sioux Special Education Unit: See Att. #19:

Chairman Schaible: What do we tell the parents with the process we have in place – dyslexia is definable and it is something that you can do something about. Then we have misdiagnosis of what we have had and kids that have gone through the system without being placed in the direction they needed to go. Whether it is parents, schools teachers have failed these kids – what do we say to that about how we are not making improvements to this?

Tracy Klein: I believe there are symptoms and exceptionalities are identified early. They are misclassified, they are identified as a reading disability which is accurate, it is the intervention that needs to be adjusted accordingly. In my unit and in my districts, when there is a reading disability we don't ascribe to one approach fits all. If we are seeing symptoms of decoding or symptoms of dyslexia, then we try to find the research based intervention that matches that need. What I would tell them is it is accounted for and they need to continue to promote the need for specific intervention within that reading disability.

Chairman Schaible: But even if we would offer the dyslexia testing, which seems it is not the – initially not the full blown one, but the screening, is that not that pervasive that we need to do. Even with that, it could correctly diagnosis a student with that. Wouldn't that be a big help alone?

Tracy Klein: Yes it would help direct what type of intervention.

Chairman Schaible: That what it seems like – we are misdiagnosing these students that are not getting the help they need, but if we correctly diagnose that, it seems to me, we would get them on track much faster and much more productive.

Tracy Klein: If – I am going to go back to my example again – if there are certain symptomology – whether you call it green – white – or blue – that symptomology addresses what direction your intervention should go. In this case, you are calling dyslexia that symptomology should prescribe what direction your intervention should go.

Chairman Schaible: To Senator Oban's question earlier, that we are picking out one caveat of educational trouble that these students are having and maybe we need to broad that, but even if you used just this one and if the information of 20% of our kids are having this, doing that alone would be of great help for those students at least. Would it not?

Tracy Klein: You are assuming that the students aren't already identified as having reading difficulty. As one of the prior practitioners mentioned, they are being identified as having reading difficulties early on though kindergarten readiness, AIMS Web, NWEA. The piece that is lacking is the education piece on appropriate interventions. Rather than investing your time in the screening and some of the other components, I would ask that we invest time in a broader based reading curriculum that supports all readers including kids with decoding, comprehension, dyslexia, etc. The ten components that are the final page – that can apply to all reading curriculum or all reading interventions. My caution is not to too narrowly focus on one intervention or one categorization under the reading disabilities.

Chairman Schaible: I get that part on that, but it seems to me like – you know – we want to get them all – we want to screen them all regardless which abnormality that this student has. So we want to screen for all of that and if there's a magic screening out there that exists, I agree, but by making this screening available doesn't seem that it would be that onerous to special ed districts or schools.

Tracy Klien: I agree if it is incorporated to screens that are already taking place and there are plenty of those that are going on in regards to school readiness – academic readiness, reading, math. So if it is a subcomponent of a broader screening, that would make sense to me.

Deanna Dockter Krueger, Reading Specialist, Bismarck Public Schools: See Att. #20:

Tina Pletan, Bismarck Public Schools Literacy Staff Developer: See Att. #21:

Jaylia Prussing, ND Association of Colleges for Teacher Education (NDACTE): See Att. #22:

(2:46:25) Amiee Copas, Exec. Director, ND Council of School Leaders (NDCEL): See Att. #23:

Alexis Baxley, Exec. Director, ND School Boards Association: See Att. #24:

Senator Rust: Mr. Chairman, we have about 2 to 3 minutes to get to the floor session.

Chairman Schaible: We will reopen the hearing after the floor session this afternoon in this room.

2019 SENATE STANDING COMMITTEE MINUTES

Education Committee
Sheyenne River Room, State Capitol

HB 1461
3/26/2019
34040 12:59

- Subcommittee
 Conference Committee

Committee Clerk: Lynn Wolf

Explanation or reason for introduction of bill/resolution:

A bill relating to dyslexia screenings and training for teachers and other staff; relating to credentials for dyslexia specialists; and to provide for a report to the legislative management.

Minutes:

No Attachments

Chairman Schaible: We will continue with our hearing on HB 1461. We are in the opposition testimony part of the hearing. Is there any more testimony in opposition to the bill? Are there any other questions for Amiee Copas?

Senator Rust: You testified about two thirds of the way through your earlier testimony, you started listing a plethora of specialized things that might be in the special ed. law or other places. You obviously see – I know you empathize with the people that were here – I know that we sympathize with the people that were here. I apologize to the people who haven't been in a school that may not have identified someone as being dyslexic, but at the same time, you list a whole plethora of things – could you see anyone of those coming in and asking for similar legislation?

Amiee Copas, Exec. Director, ND Council of School Administrators: I could see every one of them coming in; and I only listed for you the thirteen major categories of specific learning disabilities as recognized by the federal government. There are multitude of subcategories underneath that. I most certainly think they could which is exactly why I made the recommendation of – if we feel we are not addressing early intervention of reading disabilities well enough, then perhaps, we need to look at a taskforce for what we are doing, where the gaps are, where the gaps exist, are they in every school, is it in relation to school size. Identify the problem before we attempt to propose what the adequate solution would be.

Senator Rust: My next question was exactly that – you addressed it. I am not a real fan a lot of time of studies, a lot of times, a study is a nice way to kill a bill without – you know – watching it jerk on the floor or something, you know, but I think you are right. Maybe a task force seems to be something beyond a study. Maybe that is what we need to do. Thank you.

Amiee Copas: Which is exactly why I referenced SB 2250 where it talks about the Coordination Council, as a member of that, at least as the bill stands in its current iteration, there is a special ed. director on that – that could be just that person to trigger such a taskforce, perhaps, and then look to get the right people together – or it could be State Superintendent Baesler to do a similar type of thing. She is wonderful at pulling good people together and running taskforces and trying to identify what the problems are so we can come up with recommendations of how to fill gaps.

Senator Oban: Moving this to a taskforce, and we agree that we want to do this right, I think that is probably the best move, however, it does highlight one of the downfalls in our system that we won't be able to try to address it in law if we felt it was necessary to address in law for another two years. Is there anything that comes to mind in the meantime that we could try to do to make sure we are not having more kids slip through the cracks. It is clear that there are.

Amiee Copas: Most certainly there are. I think that kids slipping through the cracks are due to a multitude of reasons. Some kiddos go to some of our private institutions that don't have all of the resources and help to receive the adequate screenings and the right kinds of interventions. Some of our kiddos truly do present themselves – I will speak for Russ, where he would say that his son didn't necessarily present himself as showing as much of a disability, it took more uncovering. He was really good at hiding it. But, it is through some of those earlier assessments that we are doing in our schools more often. One of the things that is in law right now as we talk about the mandated interim assessments each year. One of the most effective ones that we have out there is called the STARS assessment. That one receives almost instant feedback to the educator showing them where the gaps are in application to the standards that we are learning. Rather than some of our other assessments where we assess a kid and we don't hear about it for six-eight months, these are immediate pieces where they get feedback giving glaring advice about this student is off track in reading, so then we can do that further assessment. Those things are happening. In some other areas, it is NWEA MAP (Northwest Evaluation Association Measures of Academic Progress), in kindergarten, we have DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Assessments, we have assessments going on all the time. Perhaps it is in the piece of the right resources and that is where I think the gaps could be. Do I know if all of our small schools have all the resources they need on hand to do all the appropriate interventions or do they even know who to ask for – I don't have the answer for that. I would need to investigate that and find out if that is a gap. Is the gap that we don't have enough dyslexia training in the early times as our special ed. folks are going through, I would tell you that in the House side, I was emailing with the University of Mary professor Jayla Pressing, she runs the special education master of education out at the University of Mary and we were talking about in their newly created master of education in specific learning disabilities, they have integrated five different courses that have intense training on multitudes of ways to address dyslexia. That is a master's degree that is only two years old. So, we have a number of practitioners that don't necessarily have that same level of training. Identifying were the gaps exist, what exactly are they and how do we intervene rather than a blanket intervention that we are not really sure would address the need at all.

Senator Oban: I will apologize before if this doesn't turn into a question, but, listening to the testimony, especially from Alicia, who said she is a pediatric occupational therapist, I am

always in my mind asking myself – is this a medical thing or is it an educational thing? We keep expecting educators to deal with things that might require a medical – then she talked about developmental dyslexia, and it is proven to be genetic and it a neurological difference – I am concerned that this is not something that teachers can do even with pretty significant training.

Amiee Copas: You are absolutely right. If you look to that meta-analysis, that I handed you, that had the trees on the front (attachment # 23, pp,6-10), - one of the things that those researchers found was even looking at the OG (Orton Gillingham) method – approach that is used at Inspiring Minds as their premiere way of addressing this is not actually shown to be completely effective for students with dyslexia. It is a singular faceted approach and what the meta-analysis shows it that that particular learning disability takes a multifaceted approach. You are right, it is a significant amount of training and to assume that our general education classroom teacher could do this is an enormous request. It is an enormous request for a general special education person. Something that they can get to – a person like Tracy Klein that has his master's and is well versed – absolutely – some of our newer folks would probably need additional training as new things develop. I would tell you that probably ten years ago when Russ' son was not diagnosed early enough – interventions and diagnosis' are far better today than they were ten years ago. I would venture to say that they will be fair better five years from now than they are right now. That is advancement in education. I would always just caution how deep in the weeds we want to intervene at the Century Code level. I think it is worthy of having this conversation about the bill because – definitely, we are uncovering there is a problem, but what is the right approach to do the right thing for the kid? If the right approach in the estimation of this committee, then I as I have said in multiple venues – I trust you. You guys spend a ton of time studying and trying to do the best thing for North Dakotans. But, if you think that a different approach might be the approach that some of us from the school side have suggested, perhaps a taskforce, then maybe we could investigate that approach.

Chairman Schaible: Other questions?

Senator Marcellais: Do you think that some of the medical staff should be on this taskforce – being it is a medical issue also?

Amiee Copas: I would not rule out that option. If you recall, last session, and maybe you weren't very integrated into that bill, we were just having discussions about including autism as being something that is reimbursable through Blue Cross/Blue Shield. We couldn't even get that piece through – for a lot of the same reasons that we are talking about today. As we continue to talk about the gaps in our school system, we talk about community and wrap-around services and what loco parentis and what should our schools do and our schools not be doing. It gets to the whole heart of our statewide vision and all these things. What can we do realistically? To do a taskforce, on something like this where Alicia's testimony was indicating all of those medical needs – to assume that some of our general instructors would have that data – I think would be unwise, I think it would be a wise recommendation to have folks with that kind of medical background to be a part of that. Just as we have been communicating with DHS extensively about seclusion and restraint and about all these other things. Breaking down these silos and talking about what is best for kids is the best possible thing we could do.

Senator Marcellais: Do you know if all the schools have nurses or don't they?

Amiee Copas: Not all do. We are seeing more and more getting there – for example, Kindred picked up a school nurse a few years ago and they did it at their own fruition through what started out be a matching grant. Now, it has become such a part of that community – having that nurse there – the community would rather lay over train tracks than see that nurse go. It is just getting us over some of those humps and often times we say that they are just fiscal, but they are bigger than that. It is also getting those folks getting to want to work within our school systems. It is a different environment for a nurse to leave the clinical setting and enter the educational setting. No, not everywhere. More and more, but not everywhere.

Senator Fors: This is probably more a statement than anything, but, I think you are right, we can't make laws because in this testimony, Texas has 33 bills on dyslexia, according to the testimony – whether that is right or wrong, I do not know. But, we are on a long, long path here in my opinion.

Amiee Copas: I would agree. I do think that a legislative push to get us to keep working on these things is never a bad thing. I just worry a little bit when we want to get into the minutia of all these pieces in Century Code. Do we lose the intent of doing best by the student by then having that narrow band of what we are going to do because you know what happens when it gets to Code, that we will do the minimum intent of the law and that is unfortunate, too?

Chairman Schaible: Seeing no other questions, thank you. Is there any other testimony in opposition to the bill? I don't see any state agency testimony. With that, we will close the hearing on HB 1461.

2019 SENATE STANDING COMMITTEE MINUTES

Education Committee
Sheyenne River Room, State Capitol

HB 1461
4/1/2019
34412 (4:30)

- Subcommittee
 Conference Committee

Committee Clerk: Lynn Wolf

Explanation or reason for introduction of bill/resolution:

A bill relating to dyslexia screenings and training for teachers and other staff; relating to credentials for dyslexia specialists; and to provide for a report to the legislative management.

Minutes:

Att. #1 & #2-Schaible

Chairman Schaible: See *Att. #1 & #2*. Committee, I have an amendment for HB 1461 that I am passing around – both the plain version as well as the Christmas tree version. The amendment removes the specific reference in the statute to a specific intervention and a specific learning problem. The intent was to still provide the students with the help that is needed, but not to specifically identify specifically dyslexia or any other certain cause of special need. There is one thing that we made sure that we added in the amendment – that a teacher or a parent may request a reading screening. I think that provides a little more teeth in what we are doing. Is there any other discussion?

Senator Rust: I move a Do Pass on amendment 19.0557.06001.

Senator Marcellais: Second.

Roll Call Vote: 6 Yeas; 1 Nay; 0 Absent.

Amendment 19.0557.06001 is adopted.

Chairman Schaible: We have before us amended bill HB 1461. Discussion?

Senator Rust: I move a Do Pass as Amended on HB 1461.

Senator Oban: Second.

Senator Rust: As we listened to the testimony, you couldn't help but get emotional as well as the people who presented because as they talked about their children and having gone through school and the issues that they had, I do think that this bill will raise more awareness of the issues. Obviously, it probably needs to be raised.

Senate Education Committee

HB 1461

4/1/2019

Page 2

Chairman Schaible: Other discussion? Seeing no other discussion, clerk take the roll.

Roll Call Vote: 5 Yeas; 2 Nays; 0 Absent.

Senator Schaible will carry the bill.

SK
1501
4/1

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1461

Page 1, line 1, after "enact" insert "a"

Page 1, line 1, replace "sections" with "section"

Page 1, line 1, replace "chapters" with "chapter"

Page 1, line 1, remove "and 15.1-34"

Page 1, line 2, replace "dyslexia" with "reading"

Page 1, line 2, remove "and training for teachers and other staff"

Page 1, line 2, after the semicolon insert "and"

Page 1, line 4, replace "dyslexia" with "reading"

Page 1, line 4, remove "; and to provide for a report to the legislative management"

Page 2, line 4, replace "dyslexia" with "reading"

Page 2, remove lines 9 through 31

Page 3, replace lines 1 through 6 with:

"Reading screening.

1. Each public elementary school shall include in the developing and processing of assessments and screening of reading, the core components of phonetic awareness, decoding, and spelling. The screening also must be offered if requested by a parent, legal guardian, or teacher.
2. The board of a school district may contract with, employ, and compensate reading specialists, credentialed by the superintendent of public instruction under section 15.1-02-16, to educate and train district teachers in appropriate reading screening methods, identification, and intervention. A reading specialist hired by the board of a school district must be trained in proven reading remediation strategies."

Renumber accordingly

**2019 SENATE STANDING COMMITTEE
 ROLL CALL VOTES
 BILL/RESOLUTION NO. HB 1461**

Senate Education Committee

Subcommittee

Amendment LC# or Description: 19. 0557 .06001

Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 Place on Consent Calendar
 Other Actions: Reconsider _____

Motion Made By Rust Seconded By Marcellais

Senators	Yes	No	Senators	Yes	No
Chairman Schaible:	✓		Senator Marcellais:	✓	
Vice-Chairman Fors:	✓		Senator Oban:	✓	
Senator Davison		x			
Senator Elkin:	✓				
Senator Rust:	✓				

Total (Yes) 6 No 1

Absent 0

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

Date: 4-1-19
Roll Call Vote #: 2

2019 SENATE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. HB 1461

Senate Education Committee

Subcommittee

Amendment LC# or Description: _____

- Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 Place on Consent Calendar
- Other Actions: Reconsider _____

Motion Made By Rust Seconded By Oban

Senators	Yes	No	Senators	Yes	No
Chairman Schaible:	✓		Senator Marcellais:	✓	
Vice-Chairman Fors:		X	Senator Oban:	✓	
Senator Davison		X			
Senator Elkin:	✓				
Senator Rust:	✓				

Total (Yes) 5 No 2

Absent 0

Floor Assignment Schaible

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

HB 1461, as engrossed: Education Committee (Sen. Schaible, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (5 YEAS, 2 NAYS, 0 ABSENT AND NOT VOTING). Engrossed HB 1461 was placed on the Sixth order on the calendar.

Page 1, line 1, after "enact" insert "a"

Page 1, line 1, replace "sections" with "section"

Page 1, line 1, replace "chapters" with "chapter"

Page 1, line 1, remove "and 15.1-34"

Page 1, line 2, replace "dyslexia" with "reading"

Page 1, line 2, remove "and training for teachers and other staff"

Page 1, line 2, after the semicolon insert "and"

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Renumber accordingly

2019 CONFERENCE COMMITTEE

HB 1461

2019 HOUSE CONFERENCE COMMITTEE MINUTES

Education Committee
Coteau A Room, State Capitol

HB 1461
4/16/2019
34761

Subcommittee
 Conference Committee

Committee Clerk: Bev Monroe

Explanation or reason for introduction of bill/resolution:

A bill relating to dyslexia screenings and trainings for teachers and other staff; to credentials for dyslexia specialists; and to provide for a report to the legislative management

Minutes:

Attachment 1, 2, 3

Chairman Cynthia Schreiber-Beck: The Senate received HB 1461 and modified it. There are amendments that were distributed and they are the .06003 version. **(Attachment 1)** There has been a lot of work done on this to move the bill forward. There is a Christmas tree version **(Attachment 2)** and actual amendments. Rep. Strinden was working on these along with Sen. Davison. If we could review this, then we can move forward.

Rep. Michelle Strinden: I worked with Sen. Davison on this along with discussion with Sen. Schaible about the Senate amendments. I do understand the purpose of the Senate amendment as is described here. In my amended version, the difference is in the description that adds the dyslexia pilot program, which I think is a wonderful opportunity to further study the original intent of the bill. This was basically three sections – developing a dyslexia specialist within the Department of Public Instruction. In section two under reading screening we did add a difference in wording. The Senate had come forward with the wording ‘reading specialist’ and what I offer for your consideration is to consider a dyslexia specialist or a specialist trained in dyslexia. The reason for that change is that professionals that are trained in dyslexia can be from a variety of backgrounds. When having the wording ‘reading specialists’ I worry that the impression is that only a teacher would be able to receive this type of training when many different specialties can receive the training in addition to occupational therapy or speech pathology.

The pilot program Sen. Davison had found that was developed in Ohio comes in from their program. There are no school districts in North Dakota that are doing this program. There are private agencies that are doing a wonderful job in remediation, but they are not within the public schools.

Sen. Davison: This pilot program is in a rough draft form. There are a number of edits that need to happen but we didn’t want to go too far until we have had discussion with leadership in the Senate in regard to funding and there is strong potential for us to receive funding for it. We have that opportunity on the Senate side for funding, but we want feedback on the draft that we are currently holding. This is not the last draft (.06003), all questions are welcome after we adjourn today. My suggestion would be to meet again with further amending. The funding amount we are asking for is \$250,000. It isn’t in here yet but that is the amount we are asking for.

Chairman Cynthia Schreiber-Beck: Any questions or comments?

Sen. Schaible: On page 3, subsection 2 - the board and school district may contract with the employee – can't they do that now if they wanted to? If they can do it anyway, why do we need it in law?

Chairman Cynthia Schreiber-Beck: I don't disagree with your comment.

Sen. Schaible: I understand what we are trying to do and by putting it in law it might be a board, it might be a co-op, it could be an REA, it could be several opportunities. I am just questioning that they may do it anyway. Why would we restrict it?

Chairman Cynthia Schreiber-Beck: Any other comments?

Sen. Oban: Sen. Davison brought up adding some dollars to this because that was my other note. These things will not happen for free or it will be done poorly.

Chairman Cynthia Schreiber-Beck: Additional comments?

Rep. Michelle Strinden: I handed out one other paper (**Attachment 3**) which is just for your background knowledge as we contemplate the training involved in what a specialist would need to be working towards. It is a structured literacy workshop that is going to be offered here in Bismarck. This is just one opportunity in the state that is offered for our specialists who would want to obtain this type of training.

Chairman Cynthia Schreiber-Beck: Additional comments? If not, we can close the meeting with the homework to go over.

Sen. Oban: I would like to bring up one other thought I had in that we develop the K-12 coordinating council. I think this is going to be a long-term discussion, which it should be. This is a part of that and would be a good conversation for the coordinating council to be involved in. This is a worthy project for them.

Chairman Cynthia Schreiber-Beck: Any further comments? I would think our interim committees would want to hear it too, or a policy interim committee.

We can do our homework and call another meeting this week. We will close the hearing.

2019 HOUSE CONFERENCE COMMITTEE MINUTES

Education Committee
Coteau A Room, State Capitol

HB 1461
4/18/2019
34829

Subcommittee
 Conference Committee

Committee Clerk: Bev Monroe

Explanation or reason for introduction of bill/resolution:

A bill relating to dyslexia screenings and trainings for teachers and other staff; to credentials for dyslexia specialists; and to provide for a report to the legislative management

Minutes:

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Chairman Cynthia Schreiber-Beck: We have another version before us – it is the .06004 version and Sen. Davison, you had that worked out?

Sen. Davison: On page 2, line 6, credentials for a specialist trained in dyslexia and we took out from a prior version in .06003 – there was a paragraph that said the board of school district may contract with employee specialist, etc. – and Sen. Schaible suggested to remove that and I agreed. We just left number 1 in there. We didn't do anything differently.

We changed some dates – on page 4, we changed the dates, you said 2024 and 2025 and we changed them to 2022 and 2023.

To be eligible for the program, we added a school district, a regional education association or a special education unit and the biggest changes that we made is on the back in the blue section – Section 4 - and that would give us up to \$250,000 from the ending fund balance in the 2017-2019 biennium.

Sen. Schaible: The reason for this is when I was talking to leadership about the money and where it should come from, they wanted it to come out of this biennium's money and not to be into next years. This language did not look correct, but I did check it and it is what we want.

Chairman Cynthia Schreiber-Beck: You are talking about the ending fund balance from DPI, correct? Does anyone know how many fingers are in that ending fund balance right now?

Chairman Cynthia Schreiber-Beck: Sen. Schaible, is there anything that the appropriations bill for DPI or the formula that is using some of those funds.

Sen. Schaible: There are a lot of moving parts on that. My intent with the current version of this was I don't care where it comes from as long as we get it. I'm leaving it in their hands, to me it's just a high priority. I'm not sure of all the 'wants' out of what is left. That's where leadership told me they wanted it.

Chairman Cynthia Schreiber-Beck: Would it be a consideration leaving it in this bill and going through appropriations or putting it on SB 2265?

Sen. Schaible: I don't mind where it goes; my intent was to make it a priority. I was assured by the Senate Majority Leader that it doesn't matter, it is going to be a priority.

Chairman Cynthia Schreiber-Beck: I'm just thinking about the ease of getting it accomplished.

Sen. Schaible: I don't know what is going to happen with negotiations with this bill or other bills, but my intent was that we are serious about this and think that it is the best way to go.

Chairman Cynthia Schreiber-Beck: Any further questions on changes we have seen on this version?

Rep. LaurieBeth Hager: I have a question for Supt. Baesler. On line 18, credentials for specialists trained in dyslexia. Are those in existence at this point and what the credentials may be?

Kirsten Baesler: No, we do not currently have an existing credential for specialists trained in dyslexia. It would be very similar to the process we use to create the computer science cybersecurity credential that was just added to our authority this session as well.

Rep. LaurieBeth Hager: I did think that with this cybersecurity, there were credentials.

Kirsten Baesler: This session we came to the legislature to ask for the authority. Up until August 1, we will not have had the authority to create a computer or cybersecurity credential. We will go through the process of creating those.

Rep. LaurieBeth Hager: I thought there was a news release that said they did exist.

Kirsten Baesler: The announcement of the news release was about the creation of our computer and cybersecurity standards.

Rep. LaurieBeth Hager: When we have a listing here for credentials for specialists trained in dyslexia, will that person actually have an educational background and be previously a credentialed teacher?

Kirsten Baesler: Correct. The process for adding a credential is that we coordinate with the teacher licensing bureau of the Education Standards and Practices Board (ESPB). So, then the ESPB license and we add credentials stacked on top, similar to a school counselor or library media specialist or a principal.

Sen. Davison: Part of what we are trying to do and why we worded it this way is because many times there are people that are occupational therapists or other types of professionals outside of teaching that are able to get a credential. That is why the wording is such that it is.

Rep. Michelle Strinden: Also, speech pathology is also a field that is going to be spearheading a certificate. Perhaps it would be offered at the University of North Dakota. Sen. Robinson is a Ph.D. there and she is in the process of developing a three-course offering that would allow for certification in dyslexia. One class would be in an overview of dyslexia; the second would be the differential diagnosis piece of dyslexia as it relates to other reading disabilities and help in identifying the differences and the third course would be the treatment.

Kirsten Baesler: There are a number of people that work within our school systems that are not licensed by the ESPB board. Speech language pathologists are one, occupational therapists are another. They have their own licensing board. School counselors often go through a bachelor's degree of counseling and then they get their masters in school counseling services at which time we add a credential to it.

Rep. LaurieBeth Hager: But the school counselor does have to have some education.

Kirsten Baesler: Some of our school counselors do not have a bachelor's degree or teaching license. What they have is a bachelor's degree in counseling services and then go on to get their master's degree in school counseling.

Rep. LaurieBeth Hager: The state does not have a reading specialist credential and I think that when the broader category here isn't included in credentialing. The earlier Senate bill was talking about a reading specialist and not we have gotten to a subcomponent of students who struggle and need assistance in learning to read.

Chairman Cynthia Schreiber-Beck: Additional questions or any comments?

Sen. Davison: I didn't have any comments on the credentialing. I am concerned with a couple things we need to discuss within the bill yet.

Chairman Cynthia Schreiber-Beck: We have a concern about the reading specialist not being listed in the credentialing.

Rep. Michelle Strinden: My concern was that that language be removed. We have many reading specialists currently within our school systems and we are missing 20% of our students who are dyslexic. They are receiving remediation; it is just not effective for 20% of our population. The reason why that is is that the approach with the structured literacy programming or teaching that is Orton-Gillingham Methodology is the type of remediation that we need to provide this large group of people.

In the public sectors we are remediating it quite well, not just in education. Occupational therapists, speech pathologists and the like are getting trained in the Orton-Gillingham Methodology. The way the services could be provided could be in different specialty areas.

Sen. Oban: Why can't we do both? If dyslexia is one part of a broader reading, but not all of . . .

Sen. Davison: One of the reasons we changed this was this bill was focused on dyslexia. It is not focused on all readers, so when removing subsection 2 from page 3, there was no need to have a credential as a reading specialist in this bill. There is a need to identify within the pilot project what a specialist trained in dyslexia is so that we can identify within that pilot project the direction that we are going specifically for dyslexia.

Chairman Cynthia Schreiber-Beck: Sen. Davison, are you opposed to adding reading specialist in this bill? I'm looking at line 3 on page 1 – relating to reading screenings and continues on to line 3 – and a dyslexia screening pilot program. I think as this bill passed out of our committees, reading was considered very important and on SB 2265 there is some funding related to that very topic. You might want to put that back in there.

Sen. Davison: I am not opposed to a reading specialist, but we haven't had discussion or a hearing on why there would need to be a credentialed reading specialist. If you are referring to the reading core bill, that is a research based program that has very strict ways on how you run the program. You don't have to be credentialed to do that work.

Rep. Michelle Strinden: In HB 2265, there was an added amendment by Rep. Owens – it was section 1.

Chairman Cynthia Schreiber-Beck: I know you had additional comments, Sen. Davison.

Sen. Davison: We don't need to adopt this today. We would like some feedback on page 4, line 25, subsection 5, I think the Senate is leaning toward eliminating that section totally. That would be a consideration for our next meeting and will probably come back with an amendment on that.

On number 6 on page 5, line 3, I need to change a date on that. It should say July 1, 2021, not 2022.

I believe the Senate is comfortable with all other aspects underneath Section 3.

Chairman Cynthia Schreiber-Beck: What is the first step before the cart doesn't go before the horse here. Is it having people trained, obviously some training, etc.?

Sen. Davison: Rep. Strinden provided training opportunity coming in August. If there is no emergency clause on this, the staff at DPI won't receive this until August 1. They will need to create an RFP based on creating some rules and understandings. They could probably have that out by the middle of September or October 1. The grant probably wouldn't be awarded until the middle of October. The grantee could decide to do some assessments and you would have approximately six months to do some interventions about what they found from their assessments.

Rep. Michelle Strinden: We did discuss adding language in addition to the report to legislative management. Sen. Oban and Sen. Davison had mentioned this as well about adding a report back to the coordinating council. That would be something we would be interested in as well.

Sen. Davison: On page 5, at the top on number 6, it does say that the Superintendent of Public Instruction will compile information and report to legislative management. That information might not be as much as we want to based on the time frame, but she or he will have some data to report back. The goal would be to continue this for two more years and have a good understanding after the 2022-2023 school year.

Sen. Schaible: Just because it isn't listed here doesn't mean they can't do it. I don't think we have to put everything in there.

Sen. Davison: If we start to identify what we have found then we should take it to the K-12 coordinating council.

Sen. Oban: We don't have to but sometime legislative management is not the most appropriate place to take it.

Chairman Cynthia Schreiber-Beck: The interim committees might want to know even though we don't have it in writing.

Sen. Davison: We want the coordinating council to be successful. Every goal will be made to be as transparent in bringing things to that group as possible to understand how that group should evolve and where it is going to go.

Chairman Cynthia Schreiber-Beck: Working up to the end all date, do you think \$250,000 is enough?

Sen. Davison: I think it is what we are comfortable with. Is more money better? Sure, but we'll be able to develop what we want with this money.

Sen. Schaible: To come in and say we need more is irresponsible.

Chairman Cynthia Schreiber-Beck: I'm just asking the question.

Sen. Davison: It is a good question. There is no money that is going to be spent the first quarter of the biennium, so it is eighteen months for \$250,000.

Sen. Oban: I would like to engage on the reading specialist issue. There is a way to do both and to make sure we are not just laser focused on one thing, that certainly is an issue that deserves to be addressed. We have a much larger issue that I think this has helped to move the ball forward and we shouldn't be limiting it to just one specific disability but to the larger problem that we all know needs to be better assessed.

Chairman Cynthia Schreiber-Beck: That comes back to our discussion on another bill yesterday that it was a very important aspect to that other bill.

Rep. Michelle Strinden: Just for clarification, as long as the word dyslexia is specific in the credential offering I would be fine with adding reading as well.

Sen. Oban: I think that message has been heard loud and clear.

Chairman Cynthia Schreiber-Beck: Any other comments? I can schedule another meeting – possibly Monday. We'll close the hearing.

2019 HOUSE CONFERENCE COMMITTEE MINUTES

Education Committee
Coteau A Room, State Capitol

HB 1461
4/22/2019
34906

Subcommittee
 Conference Committee

Committee Clerk: Bev Monroe

Explanation or reason for introduction of bill/resolution:

A bill relating to dyslexia screenings and training for teachers and other staff; to credentials for dyslexia students; and to provide for a report to the legislative management

Minutes:

Chairman Cynthia Schreiber-Beck: Call the conference committee to order with roll call taken. We will be looking at a handout from Sen. Davison (.06005 version)

Sen. Davison: One of the bigger discussions we had after last week's meeting was the credentialing part of it. Rep. Strinden, Sen. Oban, NDCEL and myself had a conversation and at the end of the day in order to run our dyslexia screening pilot program we don't need to change any credentialing or add any credentialing. We can just let that happen organically depending on what the needs are. When you eliminate any credentialing language from the bill it shortens it up quite a bit.

On page 3 of the Christmas tree version, we left the reading screening in but that had been on a previous amendment to that where we took out the unnecessary language below that.

On page 4 previously it was July 1, 2022, and we changed that to July 1, 2021. The biggest thing is that we took out the credentialing piece of it.

Chairman Cynthia Schreiber-Beck: Could you check that date again? Which section were you in?

Sen. Davison: I was on page 4, line 25.

Chairman Cynthia Schreiber-Beck: That's the report by the superintendent?

Sen. Davison: Previously it had been 2022.

Chairman Cynthia Schreiber-Beck: I believe you also took out the long term sustainability plan for the program which would be item 5 and in Section 3 there was – under 1b – number 4 that was taken out. The credentialing is out.

Sen. Davison: Where we changed the school districts to grantee, we added the REA's.

Chairman Cynthia Schreiber-Beck: Additional consideration that anyone has at this point?

Sen. Davison: We took out section 5 also from .06004.

Chairman Cynthia Schreiber-Beck: We had a discussion and on the current one, page 4, under 5, with who to report to and this one is to report to legislative management. I think Sen. Oban had a comment on the last meeting and whether or not that is a consideration to report to legislative management or a different entity. I'll offer it up for discussion.

Sen. Oban: Over the course of the interim this discussion will be happening within the coordinating council and we had referenced the coordinating council. Either way, whether the recommendations of continuing something or to create a credential or something like that, whether that recommendation is coming from the coordinating council or directly from the Superintendent of Public Instruction would have to go to the legislators to introduce something anyway.

Sen. Davison: The coordinating council is new and to throw all these things at it – some things will come to it organically. If they are big issues and we are looking to expand statewide, then as we learn more about the dyslexia pilot program, that should be a place where there is some conversation about how to improve our reading.

Rep. Strinden: Could we talk a bit about the reading screening portion on page 3, Section 1 currently? I was able to talk with Chairman Schaible a bit about that but it is the portion of the bill that remains from the Senate amendments. The pilot program is going to look at a dyslexia screener and we are adding the language to add an additional reading screening into the code. Could you help me understand the background on that?

Sen. Schaible: This was original language that was in the bill and we were doing something for all schools at the time and looked at the compromise. You have Section 2, which is the pilot program and it is going to be a specific area, REA, school district, etc. Section 1 will cover the rest of the state in the interim. You have teachers/parents who suspect a reading problem and this still gives them the authority to request a screening and allow that to help them.

Chairman Cynthia Schreiber-Beck: I believe that this did not have any negative component from DPI because it has been in the bill prior.

Rep. LaurieBeth Hager: I think the sentence structure on the reading screening is confusing. It would get the point across better switched around.

Chairman Cynthia Schreiber-Beck: Any comments?

Sen. Schaible: I don't it would matter as to draft another amendment would take another day.

Sen. Oban: I don't disagree that the was that Rep. Hager read is more clear, but welcome to the world of Century Code.

Rep. Michelle Strinden: I'm curious about the wording on the funding. It says appropriation for integrated formula payments – where is that coming from?

Sen. Schaible: The wording that it says here is coming out of turn back money from DPI and with my visits with appropriations and leadership, this is what they suggested. I told them it was a priority and we were serious about this. By taking their advice, that is the way it came out.

Sen. Davison: I would move that we would **recede from Senate amendments and amend** as follows with the .06005 version.

Sen. Oban: Seconded it.

Chairman Cynthia Schreiber-Beck: A **Roll Call Vote** was taken: **Yes 6, No 0, Absent 0**. A Do Pass on HB 1461 carries.

House Carrier: Rep. Strinden
Senate Carrier: Sen. Davison

April 19, 2019

DD 4/22/19
1 of 3

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1461

That the Senate recede from its amendments as printed on page 1459 of the House Journal and pages 1217 and 1218 of the Senate Journal and that Engrossed House Bill No. 1461 be amended as follows:

Page 1, line 1, after "enact" insert "two"

Page 1, line 1, replace "chapters" with "chapter"

Page 1, line 1, remove "and 15.1-34"

Page 1, line 2, replace "dyslexia" with "reading"

Page 1, line 2, replace "and training for teachers and other staff" with "and a dyslexia screening pilot program"

Page 1, remove line 3

Page 1, line 4, remove "credentials for dyslexia specialists; and"

Page 1, line 4, after "management" insert "; and to provide for an exemption"

Page 1, remove lines 6 through 24

Page 2, remove lines 1 through 6

Page 2, replace lines 9 through 29 with:

"Reading screening.

Each public elementary school shall include in the developing and processing of assessments and screening of reading, the core components of phonetic awareness, decoding, and spelling. The screening also must be offered if requested by a parent, legal guardian, or teacher."

Page 2, remove lines 30 and 31

Page 3, replace lines 1 through 6 with:

"SECTION 2. A new section to chapter 15.1-32 of the North Dakota Century Code is created and enacted as follows:

Dyslexia screening - Pilot program - Report to legislative management - Professional development.

1. For purposes of this section:

a. "Dyslexia" means a specific learning disability that is neurological in origin and characterized by difficulties with accurate or fluent recognition of words and poor spelling and decoding abilities, independent of the individual's general intelligence level.

b. "Specialist trained in dyslexia" means an individual who:

DP 1/2/1
2 of 3

- (1) Has expertise providing training in phonological and phonemic awareness, sound and symbol relationships, alphabet knowledge, rapid naming skills, and encoding and decoding skills;
 - (2) Is fluent in the dyslexia intervention process; and
 - (3) Has training in identifying dyslexia.
2. Beginning with the 2019-20 school year and continuing through the 2022-23 school year, the superintendent of public instruction shall establish and operate a pilot program to provide early screening and intervention services for children with risk factors for dyslexia, including low phonemic awareness.
3. To be eligible to participate in the program, a school district, regional education association, or special education unit must submit an application to the superintendent which:
 - a. Identifies a method of screening children for low phonemic awareness and other risk factors for dyslexia;
 - b. Provides for the enrollment of children identified as having risk factors for dyslexia in a reading program staffed by specialists trained in dyslexia and multisensory structured language programs; and
 - c. Includes a methodology for evaluating the effects of the reading program on the identified risk factors of the child.
4. Each grantee selected to participate in the program shall:
 - a. Provide low phonemic awareness and other dyslexia risk factor screenings for children under seven years of age through a reading program established under subsection 3;
 - b. Provide reading intervention services to students identified as having dyslexia;
 - c. Administer assessments, approved by the superintendent of public instruction, to determine the effectiveness of the program in improving the reading and learning skills of children enrolled in the program; and
 - d. Provide professional development on dyslexia identification and interventions to grant participants.
5. The board of each participating grantee shall report annually to the superintendent of public instruction regarding the operation, results, and effectiveness of the pilot program in a manner prescribed by the superintendent. Before July 1, 2021, the superintendent of public instruction shall compile the information and report to the legislative management with a recommendation whether to continue the pilot program beyond the 2022-23 school year.

SECTION 3. EXEMPTION - DYSLEXIA SCREENING PILOT PROGRAM. Up to \$250,000 of the unexpended amount remaining from the appropriation for integrated formula payments, as authorized in subdivision 1 of section 1 of chapter 12 of the 2017 Session Laws, is not subject to the provisions of section 54-44.1-11 at the end of the

2017-19 biennium, and may be continued into the 2019-21 biennium for the purpose of providing a dyslexia screening pilot program."

DeVos
3/17

Renumber accordingly

**2019 HOUSE CONFERENCE COMMITTEE
 ROLL CALL VOTES**

BILL/RESOLUTION NO. HB 1461 as (re) engrossed

House Education Committee

- Action Taken** **HOUSE accede to Senate Amendments**
 HOUSE accede to Senate Amendments and further amend
 SENATE recede from Senate amendments
 SENATE recede from Senate amendments and amend as follows
- Unable to agree**, recommends that the committee be discharged and a new committee be appointed

Motion Made by: Sen. K. Davison Seconded by: Sen. E. Oban

Representatives						Senators					
	4-16	4-18	4-22	Yes	No		4-16	4-18	4-22	Yes	No
Chair. C. Schreiber-Beck	X	X	X	X		Sen. K. Davison	X	X	X	X	
Rep. M. Strinden	X	X	X	X		Sen. D. Schaible	X	X	X	X	
Rep. L.B. Hager	X	X	X	X		Sen. E. Oban	X	X	X	X	
Total Rep. Vote				3	0	Total Senate Vote				3	0

Vote Count Yes: 6 No: 0 Absent: 0

House Carrier Rep. M. Strinden Senate Carrier Sen. K. Davison

LC Number 19.0557 . 06005 of amendment

LC Number 19.0557 . 08000 of engrossment

Emergency clause added or deleted

Statement of purpose of amendment

Insert LC: 19.0557.06005
House Carrier: Strinden
Senate Carrier: Davison

REPORT OF CONFERENCE COMMITTEE

HB 1461, as engrossed: Your conference committee (Sens. Davison, Schaible, Oban and Reps. Schreiber-Beck, Strinden, Hager) recommends that the **SENATE RECEDE** from the Senate amendments as printed on HJ pages 1217-1218, adopt amendments as follows, and place HB 1461 on the Seventh order:

That the Senate recede from its amendments as printed on page 1459 of the House Journal and pages 1217 and 1218 of the Senate Journal and that Engrossed House Bill No. 1461 be amended as follows:

Page 1, line 1, after "enact" insert "two"

Page 1, line 1, replace "chapters" with "chapter"

Page 1, line 1, remove "and 15.1-34"

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 - b. "Specialist trained in dyslexia" means an individual who:

Insert LC: 19.0557.06005
House Carrier: Strinden
Senate Carrier: Davison

- (1) Has expertise providing training in phonological and phonemic awareness, sound and symbol relationships, alphabet knowledge, rapid naming skills, and encoding and decoding skills;
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 - (3) Has training in identifying dyslexia.
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5. The board of each participating grantee shall report annually to the superintendent of public instruction regarding the operation, results, and effectiveness of the pilot program in a manner prescribed by the superintendent. Before July 1, 2021, the superintendent of public instruction shall compile the information and report to the legislative management with a recommendation whether to continue the pilot program beyond the 2022-23 school year.

SECTION 3. EXEMPTION - DYSLEXIA SCREENING PILOT PROGRAM.

Up to \$250,000 of the unexpended amount remaining from the appropriation for integrated formula payments, as authorized in subdivision 1 of section 1 of chapter 12 of the 2017 Session Laws, is not subject to the provisions of

Insert LC: 19.0557.06005
House Carrier: Strinden
Senate Carrier: Davison

section 54-44.1-11 at the end of the 2017-19 biennium, and may be continued into the 2019-21 biennium for the purpose of providing a dyslexia screening pilot program."

Renumber accordingly

Engrossed HB 1461 was placed on the Seventh order of business on the calendar.

2019 TESTIMONY

HB 1461

HB 1461
2-6-19
1

**Representative Michelle Strinden
North Dakota District 41
Testimony HB 1461
February 6th, 2019**

Good Morning Chairman Owens and members of the committee. For the record my name is Michelle Strinden, and I represent the people of South Fargo's District 41. I have the privilege to introduce to you HB 1461 on behalf of thousands of students and families who are affected by Dyslexia across our great state. Today, you will have the opportunity to hear from amazing students, parents, dyslexia specialists and curriculum experts who have been touched by this learning difference. Dyslexia affects twenty percent of the population and knows no socio economic, racial or ethnic boundary. It is defined as a specific learning disability that is neurological in origin and is characterized by difficulties with accurate or fluent recognition of words and poor spelling and decoding abilities, independent of an individual's general intelligence levels. Secondary consequences may include difficulty in reading comprehension and vocabulary acquisition. Research shows that Structured Literacy programs that are phonetically based, multi sensory and systematic are not only effective for students with Dyslexia, but benefit all early readers (International Dyslexia Association).

Our family has been personally touched because our wonderful son Joseph has Dyslexia. As a result of this I have developed a passion for literacy and finding answers and help for our son and other children and families who suffer from Dyslexia. When Joseph was about three, I noticed there was something different about the way he learned. Joseph was a bright child who socially excelled, but was struggling with learning basic reading skills. Even though I was a licensed secondary education teacher with a Masters degree in school counseling, and was working in a public school at the time, I struggled to find him the appropriate tutoring and diagnosis. After years of tears, tutoring, praying and searching for answers, The Reading Therapy Center opened in Moorhead MN and changed our lives. When he was in 2nd grade he was tested for Dyslexia and we were able to begin intensive reading therapy for two hours a day. The therapy was working and he was finally making amazing gains! However, going to school and fitting in two hours of reading therapy a day left Joseph emotionally and mentally exhausted. If he missed school for therapy, he would have even more homework in the evenings to make up which created high anxiety for all of us. We decided that in order for him to have a healthy and balanced childhood, I needed to homeschool him. After four years of intensive reading therapy and thousands of dollars, our son wanted to go back to school....and we knew he was ready because he could read! Since 7th grade, Joseph has been able to find success in private school with a 504 accommodation that allows for modifications in extra time, written notes and a scribe when needed for tests and quizzes. Today, he is a happy and well adjusted junior at Oak Grove Lutheran School where he is thriving!

During my campaign for the state legislature, I stated that my main policy goal was to strengthen education by improving literacy for students in D41 and across the state of ND. Our ND Department of Public Instruction's dashboard shows that less than half of our

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#1

students are reading proficiently, and research has found that one in five students experiences dyslexia. Early identification and remediation are essential to ensure success for these and other students with learning disabilities.

HB 1461 is a result of consultation with Dyslexic Specialists trained in Orton Gillingham approaches and national and state organizations like the International Dyslexia Association and Decoding Dyslexia. House Bill 1461 is also modeled after Minnesota legislation that has been passed in the last three years.

The bill will provide for a Dyslexia Specialist Credential in ND Century Code. Dyslexia Specialists could then work in public school districts and/or Regional Education Association's (REA's) to provide regional access to Dyslexia Specialists trained in researched based methodology like Orton Gillingham. Next, it requires public elementary schools to administer screenings to each child by the end of the 2nd grade and for a report by the superintendent of public schools to the legislative management. This will provide for early intervention and remediation education services that are researched and phonetically based, multi sensory and systemic. And finally, HB 1461 will empower teachers by providing professional development for teachers, administrators and staff by providing one hour of annual professional development for dyslexia identification and training that includes phonological awareness, sound symbol recognition, alphabet knowledge, rapid naming skills and encoding.

I urge your support of HB 1461 so that all students can be successful readers and be provided with a high quality of education for a bright future. Thank you for your consideration and I will answer any questions you may have.

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**TESTIMONY ON HB1461
HOUSE EDUCATION COMMITTEE**

Wednesday, Feb. 6, 2019

By: Kirsten Baesler, Superintendent of Public Instruction

701-328-4570

North Dakota Department of Public Instruction

Good morning, Chairman Owens and members of the House Education Committee. My name is Kirsten Baesler. I am the North Dakota superintendent of public instruction. I am here to testify in support of House Bill 1461. I am asking for your “do-pass” recommendation on this legislation.

House Bill 1461 would require public elementary schools to screen students for dyslexia by the second grade. It requires training for elementary school teachers and administrators about dyslexia identification and intervention. And it establishes a credential for dyslexia specialists. This credential would be issued by the superintendent of public instruction.

I would like to give you some important context for this bill. Two years ago, our state’s education stakeholders came together and drafted a strategic vision framework for prekindergarten through 12 education in North Dakota. This framework helps all of our education agencies work toward the same goals.

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House Bill 1461 will help us accomplish one of the goals of our strategic vision. That is to increase the number of students who demonstrate reading proficiency in the third grade. Third-grade reading proficiency is an important indicator of future success.

If we're going to commit to these goals, we must do things differently. House Bill 1461 is expecting we do things differently. Too often our students who are challenged with dyslexia are not identified until they struggle and begin to lag behind their peers. We can't wait for our students to fall behind before we offer them help. Early detection and early intervention are necessary.

It is intentional that I am testifying today and not our department's special education director. This is a general education bill. It applies to all students. Students with dyslexia process information differently. Their brains work differently. There is much we still don't know about dyslexia. What we do know is not all students who have dyslexia qualify for a special education Individual Education Plan. Yet, they have a challenge. But, we need to help them identify that challenge and address it, so they can learn better.

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#2

We have baseline data about reading proficiency. Every year, third graders are given a state reading assessment. In the 2016-17 and 2017-18 school years, the third-grade proficiency in the English language arts assessment was 45 percent.

Our ND PK-12 Vision commits to raising that number. Early identification and assistance for young students with dyslexia will help do that. With this bill we will be able to determine if these early screenings and interventions will help us increase reading proficiency.

I have copies of a one-page handout for you. It describes our strategic vision framework and shows the six goals. I also have a short Department of Public Instruction informational paper about dyslexia for your background.

In closing, I would like to say this. Reading does not happen naturally. It requires explicit and systematic instruction, and not all strategies work for all reading challenges. Early identification of dyslexia is essential for the student to reach his or her reading potential. With the assistance of this bill, our schools can intervene earlier and help students with dyslexia succeed.

Thank you, and I again ask for your “do pass” recommendation on House Bill 1461. I would be happy to take any questions you may have.



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2-6-19
p.4

PK-12 Education Strategic Vision Framework

Our vision is that all students will graduate choice ready with the knowledge, skills and disposition to be successful

We will make progress toward this vision by achieving these long-term outcomes for students

- Increase students who enter kindergarten prepared to learn
- Increase students who demonstrate reading proficiency in 3rd grade
- Increase students who meet expected learning gains each year
- Increase students who engage in learning
- Increase students who graduate choice ready
- Reduce the disparity in achievement for students in poverty and for Native American students

We will drive improvement on these outcomes through focused effort within these strategic themes

Quality early childhood education

Support for safe and healthy behaviors

Career exploration

Quality education personnel

Quality instruction for personalized learning

1/4/2018

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2-6-19



STATE EDUCATION ORGANIZATION ALIGNMENT

With the North Dakota PK-12 Education
Strategic Vision Framework



JANUARY 14, 2019

5

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2-6-19
#2



North Dakota PK-12 Education Strategic Vision Framework

This framework was developed by the Pk-12 Education Vision Steering Committee through several months of review of student achievement data, and stakeholder engagement including interviews, surveys and regional discussions. This strategic framework:

- a. Is student-focused, centered on what is best for the children of North Dakota
- b. Was created through a collaborative effort
- c. Is based on shared values
- d. Allows state organizations to have a greater impact as a whole than individually
- e. Establishes mutual accountability for student outcomes
- f. Represents a moral imperative
- g. Provides a clear direction to make decisions and choices
- h. Leads to organized support for schools
- i. Creates efficiencies
- j. Reinforces resources
- k. Guides ongoing work together.

This strategic framework is not designed to be:

- a. Regulatory
- b. A school district or school mandate
- c. A tracking or reporting system
- d. Just a piece of paper or a yearly report.



Strategic Vision for PK-12 Education Steering Committee Members

As of 12-20-18

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#2

Megan Amundson	State Superintendent Student Cabinet Member	Richland High School
Levi Bachmeier	Policy Advisor	Office of the Governor
Kirsten Baesler	ND State Superintendent of Schools	North Dakota Department of Public Instruction
Marc Bluestone	Superintendent	ND Indian Education Advisory Council
Elroy Burkle	Executive Officer	North Dakota Small Organized Schools
Aimee Copas	Executive Director	North Dakota Council of Educational Leaders
Lisa Feldner	Education Consultant	
Lynda Ferguson	Education Services Associate	Prairie Public Broadcasting
Jim Johnson	Past President	North Dakota School Boards Association
Rosi Kloberdanz	Executive Director	Education Technology Council Edutech
Chad Oban	Executive Director	North Dakota United
Erin Oban	Senator	North Dakota State Senate
Ol Olson	President	North Dakota Association of College of Teacher Educators
Mark Owens	Representative	North Dakota House of Representatives
Rebecca Pitkin, PhD	Executive Director	Education Standards & Practices Board
Pam Sagness	Director	Behavioral Health Division Department of Human Services
Luke Schaefer	Director	REAs/Mid-Dakota Education Cooperative & Missouri River Education Cooperative
Donald Schaible	Chair, Senate Education Committee	North Dakota State Senate
Cynthia Schreiber-Beck	Representative	North Dakota House of Representatives
Mary Schultz	President	North Dakota Parents & Teachers Association
Wayde Sick	Director & Executive Officer	North Dakota Career & Technical Education
Tom Ternes	Education Market Manager	Bank of North Dakota
Phil Wisecup	Interim Vice Chancellor	North Dakota University System

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2-6-19



PK-12 Education Strategic Vision Framework

Our vision is that all students will graduate choice ready with the knowledge, skills and disposition to be successful

We will make progress toward this vision by achieving these long-term outcomes for students

- Increase students who enter kindergarten prepared to learn
- Increase students who demonstrate reading proficiency in 3rd grade
- Increase students who meet expected learning gains each year
- Increase students who engage in learning
- Increase students who graduate choice ready
- Reduce the disparity in achievement for students in poverty and for Native American students

We will drive improvement on these outcomes through focused effort within these strategic themes

Quality early childhood education

Support for safe and healthy behaviors

Career exploration

Quality education personnel

Quality instruction for personalized learning

North Dakota "Stakeholder"
 PK-12 Education Strategic Plan Summary

HB 1461
 #2-26-19

Our vision is that all students will graduate choice ready, with the knowledge, skills and disposition to be successful

LONG TERM OUTCOMES

- Increase students who enter kindergarten prepared to learn
- Increase students who demonstrate reading proficiency in 3rd grade
- Increase students who meet expected learning gains each year
- Increase students who engage in learning
- Increase students who graduate choice ready
- Reduce the disparity in achievement for students in poverty and for Native American students

Strategic Theme #1

Quality early childhood education

Objectives

Strategic Initiatives

Strategic Theme #2

Support for safe and healthy behaviors

Objectives

Strategic Initiatives

Strategic Theme #3

Career exploration

Objectives

Strategic Initiatives

Strategic Theme #4

Quality education personnel

Objectives

Strategic Initiatives

Strategic Theme #5

Quality instruction for personalized learning

Objectives

Strategic Initiatives

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Strategic Theme: Quality Early Childhood Education		
Organization	Objectives	Initiatives
Department of Public Instruction	<ol style="list-style-type: none"> 1. Effectively implement a quality rating and improvement system (QRIS) 2. Expand quality early childhood education opportunities 	<ol style="list-style-type: none"> 1a. Enhance the QRIS with key components for all early childhood education programs (ECEs) 1b. Increase participation in the QRIS 2a. Develop a start-up toolkit for new quality ECEs 2b. Design and implement a state level advocacy plan for high quality early childhood education
Center for Distance Education	<ol style="list-style-type: none"> 1. Increase the number of kindergarteners that can read in ND 2. Expand opportunities for young learners to participate in activities that result in development of the executive function 	<ol style="list-style-type: none"> 1a. Increase access to reading programs by partnering with Waterford Institute to implement their UPSTART model in ND 1b. Provide program support for parents and their learner 2a. Procure SmartLab components that support PK-2 learning (Primary Layer) 2b. Provide age appropriate training to PK-2 facilitators
EDUTECH	<ol style="list-style-type: none"> 1. Provide educational technology infrastructure & tools to support quality early childhood education 2. Deliver educational technology professional development and resources to educators that elevate the impact of Pre-K2 education 	<ol style="list-style-type: none"> 1. Provide collaboration/communication technology tools and services for early childhood educators in order to share best practices and curricula 2a. Deliver workshops on 1:1 device applications that engage young learners 2b. Promote and facilitate statewide initiatives, such as integrated Computer and Cyber Science foundations
Career and Technical Education	<ol style="list-style-type: none"> 1. Expand and support quality early childhood education opportunities 	<ol style="list-style-type: none"> 1a. Promote early childhood career exploration through workplace learning opportunities
Education Standards and Practices Board	<ol style="list-style-type: none"> 1. Provide quality pre-service experiences in birth-grade 3 settings 2. Collaborate across agencies 	<ol style="list-style-type: none"> 1a. Change ESPB early childhood standard to reflect stakeholder definition of quality early childhood pre-service teaching experience (completed 5/2018)
Governor's Office	<ol style="list-style-type: none"> 1. Work with appropriate stakeholders to discuss strategy for budget/legislative session for ECE 2. Optimize distribution of ECE/child care related oversight/regulation between DHS and DPI 	<ol style="list-style-type: none"> 1a. Re-energize ECE council originally established by governor's office 1b. Engage Ed legislative leadership to discuss strategy for ECE in '19 session 2a. Explore and promote statutory changes that better support the missions of both organizations
ND United		<ol style="list-style-type: none"> 1a. Continue to advocate for funding that assures all children have access to Pre-K if parents choose 1b. Continue to lobby at the legislature and also engage members on importance of Pre-K

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Organization	Objectives	Initiatives
NDSBA	1. Increase the number of children reading at grade level by the end of 3 rd grade	1a. Support legislative efforts that make PreK more available and affordable for more families in North Dakota without supplanting funds from K-12 education
NDACTE	1. Increase awareness of the collaborative partnerships teacher preparation programs have with state agencies and early childhood programs throughout North Dakota	1. Share NDACTE meeting information and initiatives with the ND ECE Higher Ed Consortium to support potential opportunities to further partnerships between Higher Ed Institutions and ECE agencies
NDCEL	1. Policy / legislative support	1. Represent school leaders by monitoring legislative/state agency initiatives, policy shifts, and funding shifts and advocate for or against such pieces on the basis of what is best for students

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Strategic Theme: Support for Safe and Healthy Behaviors		
Organization	Objectives	Initiatives
Department of Public Instruction	1. Enhance collaboration and partnerships to support students and families	1a. Facilitate partner collaboration to initiate a cultural change within the student body and educational community 1b. Create a framework and provide resources for all students to succeed academically and behaviorally 1c. Collaborate with stakeholders to ensure full implementation of policies in the area of safe & healthy behavior
Center for Distance Education	1. Distribution and instruction of online curriculum in all instructional areas that focus on healthy behaviors 2. Reengineering of the classroom with SmartLab implementation allowing for a teacher facilitation model	1a. Continued development and engagement of courses for teachers and students in the area of mental health 2a. 30-hour training program for classroom teachers with a SmartLab to help them redesign traditional pedagogical models to facilitate learning environments that allow them to build healthy relationships with learners
EDUTECH	1. Provide guidance on technology tools, resources, and online best practices 2. Partner with state agencies by providing technology tools and learning opportunities to support statewide behavioral health programs	1a. Provide web filtering/guidance to schools to minimize access to objectionable material 1b. Provide resources to ensure safe and secure teacher/student online behaviors 2. Provide professional development and resources for educators, including Behavioral Health Service resources, GIS crowdsourcing tools, digital storytelling training, and community interactions
Career and Technical Education	1. Expand and support Career and Technical Education Student Organizations (CTSO)	1a. Increase awareness of leadership opportunities to support healthy behaviors
Education Standards and Practices Board	1. All teacher education colleges will provide mental health competency training (required 8/2016)	1a. Collaboration with DPI for resources for Higher Education (completed) 1b. Analyze data to determine where training is given and provide support as needed (ongoing)
Small Organized Schools		1a. NDSOS can assist by providing access to online bus driver training (INFINIT-I); promoting mental health/suicide training (i.e. Tom Nitschke's 'I Am Resilient' Program); and resources for drug (opioid) prevention.
Regional Education Agencies	1. Facilitate professional learning aligned with Promotion and Prevention for schools 2. Support DPI's initiatives 1a & 1b	1a. Continue to identify evidence-based opportunities that can be implemented in an educational community 1b. Assist schools in the implementation of selected practices/programs 1c. Promote appropriate data utilization to evidence progress towards strategic theme
Governor's Office	1. Increase focus on needs of students and schools facing behavioral health challenges 2. Better leverage state dollars in behavioral health to support schools	1a. Expand Recovery Reinvented initiative to include behavioral health 2a. Work with DHS to make public services related to behavioral health more school-facing 2b. Work to increase awareness among school leaders of behavioral health resources available locally, regionally

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Organization	Objectives	Initiatives
ND United		<ul style="list-style-type: none">1a. Provide members and non-members with access to "Mindful Me, Mindful You" training1b. Provide members and non-members access to book studies this fall for credit through UND1c. Focus on understanding childhood trauma and teacher self-care at the annual summer "Professional Growth Institute"
NDSBA	<ul style="list-style-type: none">1. Increase the amount of quality learning time for all students	<ul style="list-style-type: none">1a. Provide "Best Practices" policies regarding student behavior, discipline, and school safety1b. Support the Governor's office initiative to education school board members and district staff on behavior health resources that are available
NDACTE	<ul style="list-style-type: none">1. Facilitate awareness of the effectiveness of teacher candidate training2. Provide mental health training for teacher candidates	<ul style="list-style-type: none">1. Provide data on first-year teacher skills related to supporting safe and healthy behaviors: Graduate data of first-year teachers' perception of readiness and the Supervisors' assessment of the teachers' readiness to support safe and healthy behaviors in Pre-K 12 schools will be analyzed for data-based decision making in educator preparation programs and shared with ND agencies and stakeholders2. Each Teacher Preparation program developed plans to meet ESPB state standards for mental health training and increase teacher candidate preparation
NDCEL	<ul style="list-style-type: none">1. Support Department of Human Service/Department of Public Instruction initiatives that support K12 schools2. Provide opportunities for coordinated PD for school staff	<ul style="list-style-type: none">1a. Pursue funding, policy alignment, and coordination of services that can better provide support to K12 schools in the area of safe and healthy behaviors1b. Active supportive work representing school leaders with legislature and state agencies to help pursue positive strides toward support toward programs

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Strategic Theme: Career Exploration		
Organization	Objectives	Initiatives
Department of Public Instruction	<ol style="list-style-type: none"> 1. Ensure K-12 students have access to quality career counseling and education 2. Increase exposure and engagement in hands-on career exploration 	<ol style="list-style-type: none"> 1a. Facilitate creation of pillars of quality career counseling and education 1b. Expand and enhance quality career counseling and education practices 2a. Ensure career exploration opportunities are meaningful and tied to student four-year rolling plans 2b. Work with partners to foster working relationships between business, community, schools across the state, and other state partners
Center for Distance Education	<ol style="list-style-type: none"> 1. Increase the number of online and blended career exploration opportunities for learners 2. Design certificate programs for learners that produce credits and prepare them for the work force 	<ol style="list-style-type: none"> 1a. Continue to seek partnerships with curriculum designers that produce relevant content for tomorrow's workforce 2a. Implementation of collaborative, real world, development projects, conducted and supported by various learners in SmartLabs around ND 2b. Provision for certifications in cyber security technician and UAS pilot's license
EDUTECH	<ol style="list-style-type: none"> 1. Provide educational technology infrastructure, tools and programs that increase access to and information on careers, and help students compete and succeed 	<ol style="list-style-type: none"> 1a. Expand AskMe program throughout the state 1b. Promote ND Insights portal for access to information on programs / pathways to high demand careers and Job Service's ND Workforce Intelligence 1c. Coordinate the ND "K-20W" initiative, a collaborative effort aligning K-20 cyber education, workforce priorities, and operational security
Career and Technical Education	<ol style="list-style-type: none"> 1. Increase exposure and engagement in hands-on career exploration through the expansion of industry partnerships 	<ol style="list-style-type: none"> 1a. Expand and support quality career and technical education programming 2b. Maintain advisory committee communication to increase partnerships between business and community stakeholders
Education Standards and Practices Board	<ol style="list-style-type: none"> 1. Support for an "education careers" pathway with CTE, higher ed, and Bismarck Public Schools 	<ol style="list-style-type: none"> 1a. Spoke before BPS school board
Small Organized Schools		<ol style="list-style-type: none"> 1a. Promote Rural Schools Collaborative place-based education and continue to support state-wide career exploration such as NDCDE in addition to supporting regional (REAs) and state (NDCTE and NDDPI) efforts
Regional Education Agencies	<ol style="list-style-type: none"> 1. Advocate for a progressive career exploration continuum for students K-12 2. Support 2b 	<ol style="list-style-type: none"> 1a. Connect schools with appropriate industry and business representatives to align initiatives 1b. Promote appropriate data utilization to evidence progress towards strategic theme 2a. Collaborate with CTE Centers
Governor's Office	<ol style="list-style-type: none"> 1. Better promote career ready practices 2. Support expansion of Computer Science and Cyber Security Education 3. Better integrate CTE into other state government K-12 departments 	<ol style="list-style-type: none"> 1a. Leverage communications team to explore opportunities to better raise CRP awareness 2a. Consider recommendations of K-20W work group in budget and policy recommendations for 2019 legislative session 3a. Holistic CTE as one focus of K-12 Governance Working Group
ND United		<ol style="list-style-type: none"> 1a. Engage in partnership with the NEA Foundation to find a way to bring more CTE options to Native American students in the state

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Organization	Objectives	Initiatives
NDSBA	1. Secure adequate funds for all districts to provide a rich curriculum that includes expanded CTE options	1a. Advocate for adequate and sustainable K-12 funding to allow for additional staff and curriculum to provide meaningful CTE courses, especially in smaller school districts
NDACTE	1. Increase apprenticeship opportunities that can be linked to high school coursework for credit	1a. Each Teacher Preparation program can explore collaborations with state agencies and schools to implement a strategic approach to increase apprenticeship opportunities with mutual benefit to businesses/organizations and students
NDCEL	1. Support of CTE Directors and Ed Leaders in policy / professional development	1a. Work with CTE Directors and all Educational Leaders to assist in filling professional development and coordination gaps that can enhance student career exploration

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Strategic Theme: Quality Education Personnel		
Organization	Objectives	Initiatives
Department of Public Instruction	<ol style="list-style-type: none"> 1. Increase rigor and relevance of educator enhancement and performance management systems 2. Reduce vacancies in hard to staff areas with effective educators 	<ol style="list-style-type: none"> 1a. Partner in establishing new and supporting existing high quality coaching, mentoring and professional development for educators 1b. Increase support for fidelity of educator evaluation and continuous improvement systems 1c. Collaboration with educator preparation stakeholders to design quality coursework 2a. Continue to secure and promote incentives 2b. Continue collaborations and develop partnerships to expand pathways to licensing and credentialing
Center for Distance Education	<ol style="list-style-type: none"> 1. Development of teachers that provides a process for student learning 2. Training opportunities for educators that increase their proficiency in online and blended teaching along with the implementation of competency based learning 	<ol style="list-style-type: none"> 1a. Refinement of a "Teacher Process" which allows for a methodology that focuses on applying teaching and learning that data has proven works 1b. Development and support of an LMS and SIS that allows for teachers to manage intervention strategies with relevant data 2a. Provide blended learning, college credit bearing training opportunities in an "Online Teaching Certification" program and with a 30-hour SmartLab facilitator training program
EDUTECH	<ol style="list-style-type: none"> 1. Provide professional learning opportunities and outreach to facilitate statewide computer and cyber science education 2. Provide technology infrastructure, tools, and professional development opportunities to increase the impact of statewide initiatives 3. Provide professional development opportunities on data-driven decision making 	<ol style="list-style-type: none"> 1a. Utilize NICERC, code.org, Microsoft certifications within EduTech staff to facilitate statewide cyber education initiatives for K-12 educators 2a. Deliver an annual educational technology conference to allow educators to more effectively utilize state resources; present at other statewide conferences 2b. Provide technology coaching in support of quality instruction 3a. Introduce educators to student data in the SLDS to access/analyze continuous improvement of student learning; provide ongoing professional development for online curriculum "Develop Your Data Mindset" 3b. Continually improve tools within PowerSchool, SLDS, eTranscript
Career and Technical Education	<ol style="list-style-type: none"> 1. Improve Career and Technical Education programs through evaluation 	<ol style="list-style-type: none"> 1a. Expand strong support for CTE instructors through site-based comprehensive evaluations including curriculum, instructional strategies, data analysis and program specific professional development 1b. Verify appropriate industry/teaching certifications
Education Standards and Practices Board	<ol style="list-style-type: none"> 1. Maintain qualifications for alternate access licensure 	<ol style="list-style-type: none"> 1a. Provide opportunities for a "narrow" license as a component of alternate access licensure 1b. Work with higher education to develop a "boot camp" for Alternate Access license individuals 1c. HB 1098 enables individuals to teach with a minor and expanded the grade band for both elementary and secondary
Regional Education Agencies	<ol style="list-style-type: none"> 1. Support school utilization of evaluation systems 	<ol style="list-style-type: none"> 1a. Identify education personnel needs on a regional basis 1b. Provide growth opportunities aligned with evidence-based instructional framework 1c. Promote appropriate data utilization to evidence progress towards strategic theme

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Organization	Objectives	Initiatives
Governor's Office	<ol style="list-style-type: none"> 1. Explore policy levers to financially and positionally recognize educators taking leadership roles to improve student learning 2. Address workforce issue of teacher licensure 	<ol style="list-style-type: none"> 1a. Study similar initiatives, such as Iowa's TLC; work with legislative leadership and reflect priority in 2019 executive budget recommendation as part of broader education budget 2a. Include teacher licensure as part of broader licensure study now underway as result of US Department of Labor grant
ND United		<ol style="list-style-type: none"> 1a. Use videos, social media, our magazine and award-winning podcast to promote the incredible work teachers do every day 1b. Bargain and lobby to make sure teachers are paid the salary and benefits they deserve while also assuring a safe work environment 1c. Provide scholarships to college students and grants to current teachers 1d. Increase the number of Nationally Board-Certified teachers in ND 1e. Provide PD to help teachers achieve success in the classroom
NDSBA	<ol style="list-style-type: none"> 1. Encourage more young people to consider a career in public education 	<ol style="list-style-type: none"> 1a. Explore methods to cost effectively promote the value of education careers to high school students throughout the state
NDACTE	<ol style="list-style-type: none"> 1. Use quality data to continuously evaluate and improve online and on-campus teacher quality 2. Collaborate with PK-12 schools to identify current initiatives and practices 3. Work with the Education Standards and Practices Board (ESPB) to provide alternate access options that maintain teacher quality 4. Collaborate with PK-12 to help meet their employment and professional development needs 	<ol style="list-style-type: none"> 1. Increased validity and reliability of student teacher, completer and employer assessment instruments that provide meaningful data to be combined with stakeholder feedback to inform data driven decisions for continuous improvement 2. Continue to collaborate with PK-12 schools to ensure teacher preparation programs are including the practices and skills needed in today's schools 3. Communication among institutions, ESPB, and PK-12 schools to improve plan of study options and meet the state's needs for educators 4. Collaborate with REAs and districts to identify professional development needs and design continuing education and graduate coursework options to meet those needs; NDACTE schools will work with PK-12 school partners and other groups such as the Rural Teacher Corps to determine employment needs
NDCEL	<ol style="list-style-type: none"> 1. Leadership Development of all school leaders 2. Coordination of statewide PD with all stakeholders and PD providers 3. Administrator Mentorship 	<ol style="list-style-type: none"> 1a. Support of NDLEAD Center and administrator professional development 1b. Continue to be key provider of professional development for educational leaders while actively coordinating with other service providers such as REA's, Learning Forward, EduTech, NDDPI, NDCTE, and others to ensure delivery and coordination of appropriate statewide professional development in all areas of need 1c. Continue to provide high level statewide professional development for all educational leader subgroups then subsequently assisting in coordinating supplemental deep dive PD 1d. Work to coordinate with all PD providers in an attempt to consolidate all PD offerings into one statewide location while providing behind-the-scenes coordination, event planning, and hosting of online and archived work for all groups while providing potential graduate credit and possible micro credential opportunity through this consolidated effort 1e. Coordination and pull through of Academic Leadership Academy with various strands and ability to achieve graduate certificate upon achievement and possible micro-badge work for partial attendance

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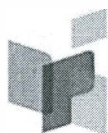
Strategic Theme: Quality Instruction for Personalized Learning		
Organization	Objectives	Initiatives
Department of Public Instruction	<ol style="list-style-type: none"> 1. Research and define personalized learning methods and tools 2. Build capacity for districts and schools to implement personalized learning 	<ol style="list-style-type: none"> 1a. Understand current landscape of personalized learning in education and promising instructional models and tools 1b. Collaborate with stakeholders to identify or create a framework to build a common understanding for personalized learning
Center for Distance Education	<ol style="list-style-type: none"> 1. Increase use of personalized learning technologies. 2. Provide schools with learning laboratories that focus on personalization 	<ol style="list-style-type: none"> 1a. Continue pilots and implementation programs with Knewton adaptive software and my foundations lab 2a. Installation, training, and support of a SmartLab for every school district in the state of ND
EDUTECH	<ol style="list-style-type: none"> 1. Deliver technology, tools, and professional development to build statewide capacity for educators 2. Engage in and support DPI's Personalized Learning Action Team 	<ol style="list-style-type: none"> 1a. Assist schools in ensuring online content is inclusive and meets federal accessibility requirements (ADA) 1b. Partner to build knowledge capacity for personalized learning 2a. Provide infrastructure, expertise to the DPI Personalized Learning Action Team
Career and Technical Education	<ol style="list-style-type: none"> 1. Support CTE instructors in providing personalized learning to all students 	<ol style="list-style-type: none"> 1a. Provide student access to appropriate industry certification through CTE 1b. Support and expand CTSO leadership and competitive activities in school districts
Regional Education Agencies	<ol style="list-style-type: none"> 1. Assist and support schools in utilizing appropriate personalized learning strategies/tools/methods 	<ol style="list-style-type: none"> 1a. Increase access to ongoing, job-embedded professional learning utilizing identified personalized learning strategies/tools/methods 1b. Promote appropriate data utilization to evidence progress towards strategic theme
Governor's Office	<ol style="list-style-type: none"> 1. Support the adoption of personalized learning in North Dakota schools 	<ol style="list-style-type: none"> 1a. Champion recommendations of Innovative Education Task Force, focused on competency based, personalized learning. Initiatives include both policy and budgeting considerations
ND United		<ol style="list-style-type: none"> 1a. The Cutting Ed Podcast: focus on the innovation taking place in schools 1b. Provide panels on "innovation" at all PD conferences 1c. Secure funding to research what is holding back educators from fully embracing Personalized Learning
NDACTE	<ol style="list-style-type: none"> 1. Integrate curriculum to support theories and practices supporting personalized learning in teacher preparation programs 	<ol style="list-style-type: none"> 1a. Visit and work with PK-12 personalized learning schools to increase faculty and teacher candidate involvement. Continue to incorporate research-based practices in teacher education curriculum
NDCEL	<ol style="list-style-type: none"> 1. Leadership development and PD in the area of Innovative Instruction 	<ol style="list-style-type: none"> 1. ND Innovation Academy partnership with Ted Dintersmith (currently) with ongoing development of future cohorts led by ND professionals

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Dyslexia Informational Paper

November, 2018



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

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This purpose of this document is to provide parents, educators, administrators and others with a resource that may assist in learning more about dyslexia. Additional resources that may increase in understanding dyslexia are listed the end of this document.

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What is Dyslexia?

The North Dakota Department of Public Instruction *Guidelines for Serving Students with Specific Learning Disabilities in the Education Setting* recognizes that dyslexia is associated with a specific learning disability in the area of basic reading skills. Students with dyslexia may have difficulty not only with reading, but also with spelling and performing other skills related to the use of printed language (*National Center for Learning Disabilities*). Many students with dyslexia have difficulties identifying separate speech sounds within a word and learning how individual letters represent sounds. A student with dyslexia does not lack intelligence or the desire to learn. (Adapted from *IDA: Dyslexia Basics*)

The International Dyslexia Association (IDA), along with the National Institute of Child Health, define dyslexia as:

"...a specific learning disability that is neurobiological in origin. 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."

-International Dyslexia Association Board of Directors, November 12, 2002.

The exact causes of dyslexia are not completely clear. However, brain-imaging studies show significant differences in the way the brain of a child with dyslexia develops and functions (Shaywitz, et. Al, 2001). The neurologic differences that are evident in a student with dyslexia are usually genetic, and because they are neurological in nature, a person with dyslexia will probably experience difficulties his/her entire life.

The National Center for Learning Disabilities (NCLD) projects that one in five, or 15-20% of the population, has a specific learning disability. Of those students, 70-80% have deficits in reading, with symptoms ranging from mild to severe. According to *Dyslexia Help at the University of Michigan*, the prevalence rate of dyslexia is comparable between boys and girls. The difference exists in the frequency of testing, which is higher for males.

Characteristics of Students with Dyslexia

Dyslexia along with other reading disabilities seem to be strongly determined by genetic predispositions. Chances are that if a student is exhibiting characteristics of dyslexia, he/she may have a family member that has some of the same difficulties.

Students with dyslexia may possess common areas of strength, which may include, but are not limited to:

- May have strong visual abilities
- May have talents in the areas of mechanical skills, music, art, drama, sports, and creative writing
- May be curious with great imaginations
- May have the ability to “figure things out”
- May seem more mature than their same age peers

Many students have one or even two of the following characteristics associated with dyslexia, but a student with dyslexia typically has many of the characteristics that present themselves over time and significantly impact learning in the academic environment.

Some of the more common characteristics of dyslexia include:

- Difficulty learning to speak
- Difficulty learning letters and sounds (phonemic awareness)
- Difficulty remembering letters and sounds (phonological memory)
- Difficulty organizing written and spoken language
- Difficulty memorizing number facts
- Difficulty reading at a rate that enables comprehension
- Difficulty rapidly recalling the names of objects, colors or letters
- Difficulty in keeping up with and understanding what was read when longer assignments are given
- Difficulty with spelling
- Difficulty with handwriting
- Difficulty learning foreign languages
- Difficulty completing math operations correctly
- Difficulty in understanding the difference between “left” and “right”
- Difficulty making friends or learning social skills

(Adapted from International Dyslexia Association, *Dyslexia in the Classroom What Every Teacher Needs to Know*)

Possible Indicators of Dyslexia at Different Ages:

There are various indicators exhibited by students at different ages that may suggest a possible reading Specific Learning Disability (SLD) like dyslexia. (Information adapted from the University of Michigan's *Clues to Dyslexia* and the Yale Center for Dyslexia & Creativity's *Signs of Dyslexia*.)

Preschool

- Delay in talking
- Speech may be difficult to understand and may sound like "baby talk"
- May not have a favorite book
- May not sit alone and look at books, may not turn the page one at a time, and may not know how to open and hold books
- Difficulty recalling the right word (word retrieval)
- Difficulty recognizing letters in own name
- Difficulty learning and remembering names of letters
- Difficulty learning common nursery rhymes (auditory memory)
- Difficulty understanding words are read from left to right
- Difficulty listening to someone else read for extended periods of time
- Difficulty with remembering and following directions

Kindergarten and First Grade

- Relies on pictures when reading
- Reading errors show no connection to the word written on the page (may substitute "kitten for the written word "cat")
- May state he/she does not like to read and complains about how difficult reading is
- Avoids reading
- Difficulty associating letters with sounds
- Difficulty remembering basic sight words
- Difficulty sounding out simple words
- Difficulty separating words into parts (butterfly is butter and fly)

Second and Third Grade

- May omit endings of words
- May have illegible handwriting
- Extra time needed when speaking to others
- Difficulty remembering spelling words and rules
- Difficulty remembering words; may submit words like "things" for the proper term
- Difficulty sounding out words

- Difficulty with pronouncing long, complicated words
- Difficulty telling a story in sequential order

Fourth through Eighth Grade

- Pauses, hesitates or may frequently use words like “um” when speaking
- Confuses words that sound alike when speaking (tornado for volcano)
- May need extra time to answer when asked a question
- May incorrectly read common sight words
- May have difficulties with comprehension due to difficulty with sounding out words
- May not be fluent when reading aloud and may avoid reading out loud
- May not like to read for enjoyment
- May perform better on oral tests
- When reading out loud, reading may be monotone with no attention paid to punctuation
- Difficulty remembering things like dates, names, telephone numbers
- Difficulty with spelling and learning new vocabulary
- Difficulty organizing ideas for writing
- Difficulty reading words with multi-syllables
- Difficulty understanding word structure (prefix, root, suffix)

High School

- Reading rate may be slower than same age peers (may not keep up with reading demands of multiple courses)
- Difficulty with automatic word recognition, which in turn, impacts the acquisition of knowledge through reading
- Difficulty with spelling and writing
- Difficulty with vocabulary, both written and verbal
- Difficulty taking notes in class
- Difficulty remembering mathematical or scientific formulas
- Difficulty organizing projects and may struggle with completion of assignments on time
- Difficulty learning a foreign language

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Referral and Evaluation Planning

The provision of interventions begins within the student's general education classroom. If the student is successful and making adequate progress after the interventions are provided, no additional changes may be needed. If the student is not successful, more intensive interventions may be suggested and/or implemented by the school team.

When individual student data collected shows that a student is unable to make satisfactory progress, in spite of individualized, evidence-based classroom interventions implemented with fidelity, the school team may propose conducting an evaluation to determine whether or not the student may have a learning disability like dyslexia. In addition to the school making a proposal for testing, parents of the student may request an evaluation at any time.

During the evaluation, additional data/information is collected and used to determine if the student has a specific learning disability and whether the student is in need of specially designed instruction. The data collected must support both the presence of a disability and the need for specially designed instruction in order for the student to be eligible for special education services.

Sometimes a student has been evaluated outside of the school setting which led to a diagnosis of dyslexia. Information from an outside evaluation(s) should be considered by the school team as part of the evaluation conducted through the assessment process within the school setting. Again, in order for the student to qualify as a student with a specific learning disability, he/she must be in need of specially designed instruction. If the student has been diagnosed with dyslexia but the need for specially designed instruction is not there, the student will not qualify for special education services under the category of SLD.

*Additional information for Determining SLD and Eligibility for Special Education is available in the *Guidelines for Serving Students with Specific Learning Disabilities in Educational Settings* on the NDDPI website.

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Examples of Interventions and Accommodations

Early intervention for students with learning challenges, including dyslexia, can establish a foundation for learning and increase the probability of later academic success. For students who may be at risk of having a specific learning disability, like dyslexia, proactive and preventative practices can alter the course of their academic careers.

The National Reading Panel (NRP) in its report, *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*, identified a list of interventions under four major areas central to reading: Alphabetics, Fluency, Comprehension, and Teacher Education and Reading Instruction. Interventions and/or accommodations under each area may include:

Alphabetics:

- Phonemic Awareness – the ability to identify and manipulate phonemes (the smallest sound units that make up language) in spoken words. Phonemes are combined to form syllables and words.
- Phonics Instruction – contributes to learning to read by teaching readers to use the alphabet system, which is needed to decode words, to retain sight words in memory, and to call on sight word memory to read words by analogy (accessing words that have been learned and using parts of the spelling to read new words with similar spelling). Word prediction becomes more accurate when readers can combine context clues with letter-sound cues when figuring out unfamiliar words in text.

Fluency - reading with speed, accuracy, and proper expression:

- Students benefit by reading passages aloud with guidance and feedback.
- May include: repeated reading, paired reading, shared reading, and assisted reading.

Comprehension – “essence of reading,” not only to academic learning, but lifelong living:

- Vocabulary learning and instruction - direct instruction of vocabulary required for specific texts.
- Text comprehension – intentional thinking of the reader engaged in the text through which meaning is made.
- Teacher preparation - assists in facilitating in the development of reading comprehension.

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Teacher Education and Reading Instruction:

- Evidence based core reading program – provides a scope and sequence of skills to be taught and strategies to effectively teach reading skills to maximize student learning.
- School wide implementation with a common understanding and consistency in practice – providing explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- MTSS – framework to provide all students with the best opportunities to succeed, which focuses on high quality instruction and interventions matched to student need, progress is monitored frequently to make decisions about changes in instruction or goals, and data is used to allocate resources to improve student learning and to support staff implementation of effective practices.

*Additional information on evidence based reading programs and MTSS is available in the *Guidelines for Serving Students with Specific Learning Disabilities in Educational Settings* on the NDDPI website.

School teams may choose accommodations to help students with learning difficulties in both the general education and special education classrooms. The list of examples is not exhaustive, nor is every accommodation listed intended to be effective or appropriate for every student. Accommodations chosen should be based upon the needs of the individual student and determined by the school team. Accommodations may include:

- **Sample Accommodations Involving Materials:**

- Clarify or simplify written directions
- Present a small amount of work at a time
- Block out extraneous stimuli
- Highlight essential information
- Provide additional practice activities
- Provide a glossary in content areas
- Utilize audio recording devices
- Utilize assistive technology (tablets, electronic readers/dictionaries/spellers, text to speech programs, audio books, etc.)

- **Sample Accommodations Involving Interactive Instruction:**

- Repeat directions
- Maintain daily routines
- Provide a copy of lesson notes
- Use step-by-step instruction
- Combine verbal and visual information together
- Write key points on whiteboard
- Pair oral presentations with visual information and participatory activities
- Review daily

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- Utilize explicit teaching procedures (advanced organizers, guided practice, demonstrate the skill, offer corrective feedback, monitor practice, review, set up independent practice)
- Utilize mnemonic devices

- **Sample Accommodations Involving Student Performance:**

- Change the student's response mode
- Priority seating
- Design worksheets from easiest to hardest (hierarchical)
- Allow extra time
- Provide an outline of the lesson
- Provide work samples
- Provide additional practice
- Utilize graphic organizers
- Utilize assignment books or calendars
- Utilize cues to denote important items
- Utilize peer mediated learning

* Information was adapted from The International Dyslexia Association document entitled *Dyslexia in the Classroom What Every Teacher Needs to Know* (2017).

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Misconceptions of Dyslexia

The University of Michigan, Dyslexia Help website lists common myths relating to dyslexia. Some of the misconceptions regarding dyslexia are listed below.

- **Dyslexia can be outgrown.**

Dyslexia is lifelong. Yearly monitoring of phonological skills from first through twelfth grade shows that the disability persists into adulthood. Although many students with dyslexia learn to read accurately, they may continue to read slowly and not automatically.

- **Dyslexia is innate, incurable, and permanent.**

While dyslexia is a lifelong learning disability, early, intensive, and systematic intervention can help a student keep up and retain his/her grade level in school, as well as minimize the negative effects dyslexia can have, such as low self-esteem and poor self-concept as a learner.

- **Dyslexia cannot be diagnosed until third grade.**

Professionals can make a definitive diagnosis as soon as the child begins to struggle with learning to read, spell, and write. The sooner a diagnosis is made, the quicker the child can get help. A combination of a family history of dyslexia and symptoms of difficulties in spoken language can help identify a child with a specific disability that includes dyslexia.

- **People with dyslexia cannot read.**

Most children and adults with dyslexia are able to read, even if it is at a basic level. Spelling is one of the classic red flags alerting parents and teachers of a serious underlying problem. The student may be unable to understand the basic code of the English language and cannot break down or reconstruct (with spelling) words using codes (letters).

- **Children with dyslexia will never read well, so it's best to teach them to compensate.**

Individuals with dyslexia can become terrific readers with the appropriate intervention. It is important to test a student early in order to identify any problems and attempt to prevent major reading difficulties before they even start.

- **Only children with an IEP or 504 plan can receive classroom accommodations.**

General education teachers can provide classroom accommodations to any student, regardless of whether or not that student has an IEP or a 504 plan.

- **If a child with dyslexia reads aloud for 20 minutes per day, it will improve his/her reading.**

Reading aloud will not help a child sound out unknown words. Instead, instruction that centers on understanding sounds of individual letters and how they blend to create words will assist the student to improve his/her reading abilities. When the student is expected to read unknown words, he/she may try to memorize the shape of a word and use pictures and context clues to guess the word, which may lead to frustration.

- **Students with dyslexia see things backwards.**

Students with dyslexia do not see things backwards because dyslexia is not a problem with the eyes. While new research has demonstrated that letter reversals of kindergarten children predicted spelling at 2nd grade, typical learners may reverse letters when initially learning.

- **Children with dyslexia are just lazy; they should try harder.**

Research has shown, with the technology of functional magnetic resonance imaging (MRI), that students with dyslexia use a different part of their brain when reading and working with language. Students with dyslexia show a different pattern of brain function when reading; underactivity in some regions, over activity in others which, according to research, accounts for the difficulty students have in extracting meaning from the printed word. If students with dyslexia do not receive the right type of intervention and/or classroom accommodations, they often struggle in school, despite being bright, motivated, and spending hours on homework assignments.

- **Gifted children cannot have dyslexia or a learning disability.**

Many people with dyslexia are also considered gifted or talented and have gone on to accomplish outstanding things in their lives. Many famous authors, researchers, actors and actresses, politicians, athletes, and others from different professions have dyslexia.

- **Retaining a child will improve his/her academic struggles.**

According to several institutions (U.S. Department of Education, American Federation of Teachers, National Association of School Psychologists), there is no benefit to retention because it may not improve a student's academic struggles. These students do not need another year of the same instruction - they need differentiated intervention that is research-based, systematic, and explicit.

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- **If a child is not eligible for special education services, that child doesn't have dyslexia.**

Dyslexia comes in many degrees from mild to severe. Most children with dyslexia will not receive special education services unless they score very poorly (10 percentile or below) when comparing their level of performance to their peers or to the expected level of performance on grade level standards.

- **There is a test to determine if an individual has dyslexia.**

There is no single test for dyslexia. A comprehensive evaluation must be administered to support the conclusion of a SLD that can include dyslexia. Areas of assessment, determined by the multidisciplinary team, may include phonological processing and oral language, alphabet knowledge, decoding, word recognition, reading fluency, reading comprehension, spelling, written expression, and cognitive functioning.

- **Dyslexia is a condition that only medical professionals can diagnose.**

Even though dyslexia may be diagnosed by a physician, it becomes an educational issue when it significantly affects the student's performance in the school setting. Even when dyslexia is diagnosed by someone outside the school system, the school district is required to conduct a comprehensive evaluation to determine if the child is eligible for special education and related services.

A comprehensive evaluation may include the information obtained from sources outside the school setting as part of the process; however, the majority of assessments and tests are administered by educators who are trained in, and knowledgeable of, the instruments and procedures to successfully identify SLD in the area of reading, which may include dyslexia. To be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), assessment results must demonstrate that the disability has a significant impact on the child's learning and the student is in need of specially designed instruction.

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Resources

- Center for Parent Information and Resources (CPIR)
- Council for Exception Children (CEC), Division for Learning Disabilities
- International Dyslexia Association (IDA)
- Institute of Education Sciences (IES)
- LD Online
- North Dakota Department of Public Instruction (NDDPI)
- University of Michigan, Dyslexia Help
- Learning Disabilities Association of America (LDAA)
- National Center for Learning Disabilities (NCLD)
- Teaching LD
- Understood for Learning and Attention Issues
- What Works Clearinghouse (WWC)
- The Yale Center for Dyslexia and Creativity

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Testimony of Dawn-Lentini Brookhart

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#3

Sixty-sixth Legislative Assembly of North Dakota

Testimony for the Legislative Assembly of North Dakota for House Bill 1461

Thank you, Chairman Owens and members of the committee. It is an honor to testify this morning regarding House Bill 1461. I am Dawn Lentini-Brookhart and I am in favor of the bill. I am currently the Director of Curriculum, Instruction and Technology in the Danville Area School District in Pennsylvania and a Board Member of the Pennsylvania Branch of the International Dyslexia Association. At Danville, we recently established a Reading and Dyslexia Academy, where we train teachers throughout our state in instructional strategies designed to help students with dyslexia and other reading difficulties. We are the only public school district in Pennsylvania to provide this type of professional development to teachers.

The teaching of reading should not be left to chance. Unfortunately, statistics show that the majority of school districts across the United States are taking a mixed bag approach to the way they teach and assess reading. According to the most recent federal data, more than 60 percent of fourth graders in the United States are not reading at grade level.

Research shows that the teaching of reading is a science. We have the ability to rewire a child's brain to enhance his or her ability to read. This is critical for all students, especially Dyslexic students. Learning how to read is not a natural process for about 25% of students. It requires a research-based approach to applying the science of teaching reading. According to Dr. Sally Shaywitz, who serves as the Co-Director of the Yale Center for Dyslexia and Creativity and is the author of *Overcoming Dyslexia*, most students who are diagnosed with dyslexia are not identified until at least third grade. This results in a significant gap within the most crucial window of language acquisition in students, as reading deficiencies become apparent at the age of 4 and increase rapidly by third grade.

Here are a few other facts to keep in mind as we look to remedy this nationwide epidemic:

- Dyslexia is the most common learning disability.
- Dyslexia is hereditary.
- The United States Department of Health and Human Services estimates that 15% of the U.S. population is dyslexic. Approximately 43.5 million Americans suffer from some form of dyslexia.
- According to The International Dyslexia Association, approximately 85% of all students in special education are dyslexic, although they are invariably being treated for another disability and rarely for dyslexia.
- One Texas study showed that more than 50% of incarcerated adults were dyslexic.

Knowing all of this, why are our schools not doing more to intervene in an area where the research and knowledge exist to remedy this problem? Some of the major reasons include the lack of expertise, limited professional development, and recognizing dyslexia as its own specific learning disability.

In today's world of advanced medicine, we are able to prescribe based upon one's individual test results. Why should education be any different? Why is it acceptable to not be held to the same standard as medicine? All too often students experience numerous interventions that are not targeted based upon their areas of need. Due to the research and technology, we have the ability to assess, diagnose, and provide prescriptive instruction to each student's need.

Unfortunately, our students do not receive the appropriate instruction or interventions because we fail to use data or apply research due to a lack of in-house expertise. Having trained Dyslexia Specialists in North Dakota would result in districts being able to intervene to meet the students' needs on an individualized basis.

These Dyslexia Specialists would also be able to provide professional development in reading to regular education teachers. Most elementary certified teachers had one to two classes

in reading as part of their undergraduate programs. In Pennsylvania, our elementary certified teachers are required to take only one reading class. We often find that the majority of our candidates who interview for elementary teaching positions possess very little knowledge about reading. In 2016, the National Council on Teacher Quality analyzed syllabi from undergraduate elementary teacher preparation programs and found that fewer than 40% covered all the components of effective reading instruction. This is an increase from 2014 when the NCTQ found only 17% of the programs taught all areas.

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Unfortunately, legislation has trailed research and dyslexia is often viewed as a medical disability and does not fall within traditional disabilities addressed with a student's Individual Educational Plan (IEP). Many states are enacting or have enacted legislation pertaining to dyslexia. It is our sincere hope that North Dakota will be next following the testimony you hear in this session.

For twenty-two years, I have worked in education and during that time, I have served as a teacher, principal, Director of Special Education, and Director of Curriculum, Instruction, and Technology as well as a Fiscal Assistant for an intermediate unit. My credentials include an undergraduate degree in Economics and Japanese Studies, two Masters Degrees in Education, doctoral level work and Pennsylvania Certifications as a Reading Specialist, Japanese Teacher, K-12 Principal, and Supervisor of Curriculum and Instruction. I am also accredited as an Orton-Gillingham teacher through IMSLEC (International Multisensory Structured Language Education Council). Orton-Gillingham is a multi-sensory methodology for teaching reading. It has been primarily used with individuals who have difficulty with reading, spelling, and writing.

Without a doubt, the most life changing work I have had the pleasure of experiencing is my work in the area of literacy. Despite my experience in education, I was also making the same errors with the teaching of reading. As an administrator, I often faced making decisions that impacted thousands of students without having the proper training or expertise. At that time, I felt I was making well-informed decisions. It was not until I became familiar with and was trained in Orton-Gillingham instruction that I realized that I was also exacerbating the problem.

In 2009, I took a position in the Danville Area School District as Director of Curriculum, Instruction, and Technology. At that time, Danville provided numerous interventions for students, but lacked a core curriculum in literacy. I learned about one of our students who was receiving tutoring after school. The family was paying a high hourly fee for this type of intervention. Upon further investigation, I learned the student was being tutored in Orton-Gillingham in a neighboring town at a Dyslexia Center, the only one in our region. I was perplexed that despite providing numerous interventions to students, one of our own parents had to pay for reading instruction elsewhere. Our district owes where we are today to this parent, Dawn Koons-Gill, for opening our eyes to Orton-Gillingham and our poor approach to teaching reading. Mrs. Koons-Gill's passion and tireless efforts resulted in an evolution of change in literacy in the Danville Area School District.

After researching the practices at the Children's Dyslexia Center, we felt it was imperative to begin training our teachers in Orton-Gillingham. In 2010, our first cohort of teachers participated in an extensive one-year training program, which consisted of lecture hours and one-to-one tutoring training with the supervisor and two students. The students' results from the first year surpassed the district's expectations for progress. No other intervention program produced results of this type. We decided to further invest in training our teachers in this type of methodology.

Because Orton-Gillingham is designed as a one-to-one intervention, we struggled with the thought of only some of our students being able to receive this type of instruction. We decided to pilot Orton-Gillingham in two regular education classrooms. The students in these two classrooms were taught phonics instruction with classroom strategies based on the Orton-Gillingham methodology. The Guided Reading Levels and other reading data spoke volumes about the success of implementing this type of multi-sensory approach in the core curriculum. Students with diverse learning levels from learning support to gifted were benefitting from our new approach to teaching reading. As a result, the district expanded the program in Kindergarten through second grade by developing an explicit phonics curriculum that was aligned to the methodology of Orton-Gillingham. The following year we expanded the program into grades 3 and 4 and later Head Start.

At Danville Area School District, all students benefit from having trained Reading Specialists teach them how to read. Reading is not left to chance. We recently started a Reading and Dyslexia Academy to offer our expertise to other teachers in our state. We feel it is imperative to grow our profession by teaching teachers how to teach Reading.

You have the opportunity to change the trajectory for students in North Dakota as well as

potentially change the landscape of reading in education. I sincerely hope the success at Danville Area School District can be replicated in other districts across the country. The passage of House Bill 1461 in North Dakota would be a monumental step in that direction. Thank you for the opportunity to offer my testimony.

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To the North Dakota House of Representatives:

I am honored to provide you testimony regarding dyslexia and my story.

While in a private preschool in 2001, my son, Brandyn, was unable to grasp information while using the "Letter People" to learn letters and sounds. He also had difficulty with rhyming words.

The following year, while enrolled in the half-day kindergarten program at the same school, Brandyn still was unable to grasp information. His teacher recommended we enroll him in their full-day program as she felt the reinforcement would be a benefit to him. We agreed to enroll him. Although he received additional instruction, Brandyn continued to struggle.

Brandyn attended first grade at our local public school. On the first test he brought home, he scored a "D". I immediately phoned his teacher who assured me the school would be doing testing and if Title One services were warranted, he would be placed in the program. Testing was completed shortly thereafter and he was entered into the Title One program. None of the additional reinforcement seemed to make a difference.

He continued to receive Title One reading interventions. In addition, we tried every program offered by the school as well as our local university. He completed two rounds of the 2004 Summer Reading Program. In the fall of 2004 and spring of 2005, he was also enrolled in after-school tutoring,

In January of 2005, Brandyn's second grade teacher suggested we seek further testing for him because of his difficulty with the class despite having an educational aide to assist him. The Child Study Team also recommended further testing. The teacher referred him to Instructional Support for further data collection. Following this referral, he was evaluated because of his low achievement in reading despite having Title One reading services and adaptations, which he had been receiving since first grade. In this evaluation, the following academic areas of concern were noted: poor test results and the ability to understand what is read.

Notations from his teachers included:

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- Low overall reading ability
- Distractibility
- Substitutions of one word for another
- Difficulty working independently
- Wants a lot of help
- Difficulty tracking while reading
- Becomes frustrated very quickly in reading comprehension
- Letter reversals in spelling
- More frequent letter/word reversals in reading
- Lack of background knowledge
- Takes longer to decode words
- Acts silly likely to “hide” that he does not understand material
- Inconsistent when paying attention to visual information

Following this evaluation, Brandyn was referred to the school psychologist for further testing. The results of this testing concluded that he was not a child with a disability. Noted at this time was his relative weakness in “working memory”. It was recommended for him to continue to receive Title One services and tutoring in reading, and attend a summer reading camp. In addition, the following accommodations were noted: seating near the teacher to alleviate distractions, use of cues to help him focus, books on tape, a quiet place for homework at home as well as a regular time for homework, and continued participation in extracurricular activities.

In speaking with Brandyn’s cousin, he asked if Brandyn was tested for dyslexia as he had been tested and diagnosed some 20+ years ago while in the military. At this point, I started doing my own research. The signs were loud and clear. I phoned the school psychologist asking if she had done testing for dyslexia and was told, “No, but we look for signs”. I immediately sought an independent evaluation.

I contacted our nearby Masonic Reading Center after finding that they offered tutoring for children with dyslexia and spoke with Director, Cathy Clements. I was asked to send the results of the Brandyn’s testing to her. Mrs. Clements planned to gather information from the report that would allow her to enter Brandyn into their Orton-Gillingham program. From this evaluation, Brandyn was placed on their waiting list.

In the meantime, as directed by the school psychologist, we continued tutoring. In the summer of 2005, Brandyn was enrolled in the university Summer Reading Clinic that ran Monday through Thursday. In September of 2005, Brandyn attended the university’s reading tutoring program which was held every Tuesday from 5:30-6:15 PM and was a one-on-one program. In fall of 2005, he was entered into a Fast ForWord program at school... NOTHING was helping and he continued to fall further behind.

Finally, in September of 2005, I was able to get the independent evaluation completed on Brandyn. It was at this time Brandyn was diagnosed with a Reading Disorder (Probably Dyslexia). Recommendations included Brandyn being placed in an Orton-Gillingham based program, be given extended time in testing, and continue to receive Title One services during school.

In October of 2005, we met with the school to review the results of the above independent evaluation. It was at this time, Brandyn was entered into the Wilson Reading Program. It was also noted that Brandyn was making progress in Title One. Although it was slight, his comprehension skills were not strong, fluency was slow, he did a lot of rereading and word endings threw him off.

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In January of 2006, I received the results of Brandyn's Stanford Achievement test. This test revealed weaknesses in both Reading comprehension and language.

In February of 2006, a conference was held to discuss Brandyn's expectations.

Brandyn's continued difficulty with comprehension and length of time to complete homework was noted. Brandyn's reluctance to start assignments independently was also noted as was his difficulty to find evidence with fact/opinion in a reading selection. In addition, Brandyn's behavior was becoming out of control and math. Math was Brandyn's strength, but, it was beginning to falter as his math had gone from traditional arithmetic to literacy based.

Also in March of 2006, I voluntarily removed Brandyn from the Wilson Reading Program offered by the district. The reason for this was the lack of training of teachers in multisensory learning. I phoned the Wilson program to find out the level of training of the teacher administering the intervention after being told by her that "Dyslexia is nothing but a catch-all". I discovered the instructors in the district had a two-day overview in Wilson despite the recommendation of having Wilson certified teachers. We paid for the services of a tutor who had been certified in the Orton-Gillingham methodology. This tutoring continued until June.

In October 2006, Brandyn was enrolled in the Masonic Learning Center's Orton-Gillingham Program. By the end of the school year, HUGE gains were made. By huge, I don't mean growing a year after a year because that still puts him behind his peers a year.

The gains were MULTIPLE grade levels in a year. His grades were doing better, his morale was increasing, but we had a long way to go since he was so far behind.

Interestingly, one of his tutors was employed by the State of PA. Her job was to teach INMATES to read at a local state facility! The inability to read is the most common shared characteristic of juvenile justice offenders.

In January of 2007, I contacted an educational advocate to help me get our son a plan in place for his educational needs since the district was unwilling to do so. She suggested for a re-evaluation to be done; one that would be that more thorough. We were finally able to get an appointment in May of that year.

Results of the evaluation were reading disorder, dyslexia and other specific learning difficulties. The following weaknesses were included.

Cognitive weaknesses in:

- Long term retrieval
- Perceptual speed
- Working memory
- Auditory memory span

Academic weaknesses in:

- Reading decoding, fluency, comprehension
- Math fluency
- Handwriting
- Spelling

Finally, after the school RE-EVALUATED Brandyn in October of 2007 a plan was put into place that provided learning support, small group testing, and eventually books on tape.

Brandyn continued with tutoring with the Masonic Learning Center through May of 2009. By that time, with some minor accommodations such as small group and extended time for testing, he was doing amazing in school.

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At this point in time, I finally knew that my son was going to be ok; however, there were MANY kids who would not be. I was not ok with that. I knew what worked. I knew Danville Area School District did not have it. After I completed my research and saw the amazing progress my son was FINALLY making after all of the wasted time with the school tutoring, I approached our school board attempting to get them to understand what we had in place for this population (1 in 5) was not effective. My concerns fell on deaf ears. I was basically hushed in a schoolboard meeting in 2006. The following day, I visited our courthouse inquiring how to run for the School Board. I was elected to the Board that fall and began my first term in 2008.

In 2009, our district hired Mrs. Dawn Brookhart as our curriculum director. I asked Dawn if she would be willing to meet with me about the Orton-Gillingham methodology. After all, no one else wanted to hear me because I was “just a mom” with no education in the education of our children. Mrs. Brookhart was beyond willing to listen to our story. She listened about how for years the education of our school district failed my son. She listened to how it was likely failing many others. She learned about the program that saved my son’s life. She was very engaged in our conversation and clearly impressed with everything I had to say. She then began researching it for herself.

Mrs. Brookhart later approached the Board with a proposal to get our reading specialists properly trained by the Masonic Learning Center’s Director, Cathy Clements. Not only did we receive unanimous Board buy-in, but, we also received the teachers to buy-in. We started with training a cohort of reading specialists.

Today, Danville Area School District has since grown this program into something more than I ever dreamed it would be. Our results are staggering. With the outcomes being so overwhelming and believing in the program, Mrs. Brookhart took her personal time to become an Orton-Gillingham tutor as well! We not only have an intensive program for the severely struggling students but, also, EVERY student in our district is being taught using the methodology in Pre-Kindergarten through fourth grade! In addition, we opened an academy to allow other districts to send their teachers to us to learn the methodology. Just beyond my expectations! Danville is a model for PA.

Danville Area School District is saving lives. I encourage North Dakota to do the same.

In his 8th grade year, Brandyn was inducted into the National Jr. Honor Society. At the age of 15, he became an American Heart Association CPR instructor, and at age 17, became a Pennsylvania State Certified Emergency Medical Technician. In 2019, Brandyn is a Senior BSN Nursing student at Mansfield University. None of this would have been possible without the Orton-Gillingham methodology.

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Testimony in Favor of House Bill 1461
Sixty-sixth Legislative Assembly of North Dakota
Submitted By: Alysia Budd

Thank you, Chairman Owens and members of the committee. It is an honor to be present this morning. My name is Alysia Budd and I am in favor of House Bill 1461. I am providing a double testimony and am testifying both professionally and personally.

My professional background is that I am a pediatric occupational therapist with a graduate certificate in Dyslexia and Language-Based Learning Disabilities. I am a certified handwriting specialist, a certified Barton tutor, a dyslexia screener, and I currently have over 100 hours of formal Orton-Gillingham training and additional practicums with the Academy of Orton-Gillingham Practitioners and Educators. I have 20 years of experience working with, and evaluating children with various developmental and learning concerns. I am also the founder and director of a center for dyslexia in Bismarck where we offer specialized assessment and tutoring for dyslexia and literacy concerns for individuals ranging in age from preschool through adulthood.

Most importantly, I am an incredibly proud mother of three sons with dyslexia and a wife of a husband who also has dyslexia. They are all present here this morning in support of House Bill 1461.

As you listen to testimonies this morning, you will likely hear a common thread of the emotional aspects that come with having this learning difference when it is not understood correctly. Dyslexia is not something that you see, as it is a neurological difference, a difference in the way the brain processes information. Because of it being neurological rather than physical, often the signs and symptoms are missed and students are thought of as lazy, less intelligent than they really are, and parents are often blamed for not reading to their children enough. We go through a lot of kleenex at our center because parents are frustrated, angry, and sad that no one listened to them as they asked if it could be dyslexia, as well as for students who are emotionally broken by the time they come to us. It does not need to be like this.

Research is ongoing, but developmental dyslexia has been proven to be genetic, and in our family we are 3 for 3 with 100% of our sons having this wonderful brain difference that makes language tasks, reading, written expression, and spelling difficult. I am able to say wonderful brain difference because dyslexia is not a bad thing *unless* it is not correctly identified, called what it is, and if correct supports and interventions/instruction are not provided. In those cases, dyslexia can be incredibly crippling. Although dyslexia is reported to be the most common learning disability, it is widely misunderstood.

Dyslexia most often occurs in individuals with average to above average IQs. There are amazing strength areas that are also often present with dyslexia. This is a brain that I truly believe was created on purpose, and our world is more beautiful because of dyslexia. Just look around you, and you will discover all of the inventions, art, music, literature, and entrepreneurial ventures that are all in existence because of someone with dyslexia.

However, scientific research using functional MRI's has proven just how difficult it is for those with dyslexia to activate the areas in the brain needed for proficiency in reading and spelling. Dr. Sally Shaywitz, from the Yale Center of Dyslexia and Creativity, has shown that there are differences in which areas of the brain activate in a dyslexic brain during reading versus a non-dyslexic brain during reading. This research has shown that areas in the left hemisphere needed for reading are not properly activating in a dyslexic brain. Research has also shown that with intensive, explicit, systematic, and multisensory instruction (also known

as the Orton-Gillingham approach), these areas do begin to activate over time allowing for increased reading proficiency (Shaywitz, 2003). Dyslexia is not a vision problem. Individuals with dyslexia do not see things backward as many of us were told throughout the years. Although vision issues can co-exist with dyslexia, those issues are separate. Dyslexia exists along a spectrum as other neurological differences often do. We see students with a wide variety of symptoms and severity at our center, but all with the common underlying features of difficulties in the foundations of phonemic and phonological awareness ultimately resulting in difficulties with reading, spelling, and written expression. The good news is this - we know what dyslexia is, we know what to do about it, and it can be identified early.

I have a unique perspective in that I have seen what happens when an individual does not receive supports and interventions during school years with my husband, what happens when it is identified late (in third grade with our twins), and when it is identified early (in preschool with our youngest). What I can tell you is that the importance of early identification and intervention cannot be stressed enough.

By the time our twins were identified, they were in third grade. We had gone through a couple of years of supplemental reading interventions at their public school without any real results. I was told things such as "he's the smartest kid I've worked with in a long time, the day he decides to read, he will read". I remember thinking "they think my sweet boy is lazy?" Teachers would ask me if my boys were going to bed early enough because they seemed so tired and worked so slowly that they were setting timers on their desks to make them work faster. The creative, Lego building protege boys of ours started to have frequent accidents at school due to anxiety, but no one noticed. They began withdrawing, throwing books across the room at home, and crying every single day after school from pure exhaustion from working so hard all day. They also began to notice that they weren't able to read like their friends, and no matter how hard we studied for spelling tests, the tests would come back marked up in red saying "study harder, I know you can do it". It was a devastating time for us, yet all I was told was to keep reading with them, that it would come on its own.

As a therapist, that didn't make sense to me. I wanted to know *why* our smart boys were unexpectedly struggling, and what to do about. The teachers who loved my boys, and did all they knew to do, did not know and understand dyslexia, and if any of them did, they did not tell us. And besides, it wasn't that they couldn't read at all, they could. But why couldn't they sound out unknown words, why did their words get jumbled when they spoke, why couldn't they spell with hours and hours of practice, and why did my boys, who had been read to since the day they were born, suddenly hate books and reading? I didn't know the signs, our teachers didn't, no one could help me. I had to seek out help separate from the schools whom I had put my trust in, and follow my instinct as a mother and as an occupational therapist. I had them screened for dyslexia, and after spending a day crying that I hadn't caught it sooner, I pulled myself together and began learning how to help them and teach them myself.

The day dyslexia was confirmed with the twins was a day that was so freeing for all of us. Now we knew *WHY* our twins were struggling. Now we had clear direction of what to do to help them. I'll never forget the day I called my mom, a former educator who had questioned dyslexia when the twins were in kindergarten, who said to me, "now, Alysia, you aren't going to tell anyone about their dyslexia, are you?" Well, we can all see how well I listened to that. I understand why she asked that as for many years dyslexia has not been talked about, people have been made to feel shameful and looked down upon. Because of widely believed misconceptions about dyslexia, people have hid their learning differences, and we have not moved forward. Since that day of learning it was dyslexia, I have *never* stopped talking about dyslexia, reading and learning the science of reading, training, advocating for every individual

with dyslexia, and advancing my education in the field of dyslexia and language-based learning disabilities. I knew that if my boys were dyslexic, there were many others who also were, and that something needed to change.

Since 2015, I have had the honor and privilege of working with several North Dakota public and private schools. Our North Dakota teachers are some of the best there are. What I have learned is that there is a great degree of variance in how our schools are responding to dyslexia. Some have welcomed our outside expertise in dyslexia, allowing us to supplement instruction when parents have requested us to do Orton-Gillingham based instruction during the school day, and collaborated with us as outside professionals creating an atmosphere of learning and support that has resulted in students flourishing. Some school professionals, including classroom teachers, reading specialists, speech language pathologists, occupational therapists, school psychologists, and principals have even recommended our center for further evaluation and tutoring, collaborating together to do what is in the best interest of the student. Unfortunately this has not been the response from all schools.

Many teachers are eager to learn all they can about dyslexia. Some schools support this and will say dyslexia, others do not. I have experienced significant differences even within a school such as from a teacher one year to a teacher the next year, from a change in leadership within a school from one year to another, as well as from one school to another school, or from one district to another district. This is not fair to our students, to our teachers, or to our parents. Being a parent of a dyslexic child is exhausting in our North Dakota schools.

There are many teachers who want to learn about how they can best support students with dyslexia, but they are not always supported in doing so. There were educators who wanted to be here today to testify in support of HB 1461 who shared with me that they could not, for fear of ramifications from their school districts. I believe that shows what an issue this is, and why after all of these years, we are still not consistently and effectively addressing dyslexia in our school systems.

From my experience, resistance has been based on personal opinions about dyslexia and reading interventions rather than on what is best for students and families, and on what science has taught us. I missed the warning signs of dyslexia not only in my twins initially, but in so many students I had worked with as an OT in the public school systems. I did not know what I did not know. When teachers and administrators don't have the correct information about dyslexia, they can't change the trajectory of instruction. There is a discord that exists between the science of dyslexia and educational theories about dyslexia. House Bill 1461 aims to improve that discord in North Dakota.

Schools have been increasing their efforts in addressing the social-emotional learning needs of their students and I applaud these efforts. I would also like to touch on the fact that dyslexia is one of the reasons why some of our students are experiencing social-emotional difficulties, yet in most cases, dyslexia isn't even being recognized. If we don't identify why a student is acting out, depressed, experiencing anxiety, or exhibiting symptoms of ADHD which may be wrongly diagnosed, our efforts with social-emotional programming are futile. The emotional damage that results when dyslexia is not identified, supported, and correctly remediated is staggering.

- 1 in 6 children who are not reading proficiently in third grade do not graduate from high school on time, four times the rate for children with proficient third grade reading skills (Hernandez, 2011)

- Approximately 80% of prison inmates are functionally illiterate, 48% of them being dyslexic (Moody, et.al., 2000)
- U.S. Senator Bill Cassidy included a provision for screening inmates for dyslexia in the new version of the First Step Act (S.3649)
- According to Dr. Nadine Gaab, PhD, a “late diagnosis of dyslexia often leads to low self-esteem, depression, and antisocial behavior” (Fliesler, 2017).

It is a myth that dyslexia can't be identified early, as it is possible to identify early warning signs as young as ages 3-4, particularly when there is a family history of language-based learning disabilities. Dr. Nadine Gaab, PhD of Boston Children's, along with her colleagues, studied the brains of infants with and without a family history of dyslexia. They discovered the following:

- “Atypical brain development associated with Developmental Dyslexia is already present within the first 18 months of life” (Gaab, et. al, 2015)
- Dyslexia is genetic, and those brain differences are present in infancy.
- Children are entering Kindergarten with a brain “less optimized to learn to read” (Gaab, 2017).
- A wait-to-fail approach results in “considerable psychological damage and stigma” (Fliesler, 2017)

I am so thankful that I was able to identify the early warning signs in our youngest son as he does not have the emotional damage that we had to work very hard to repair in our older boys. He has been receiving Orton-Gillingham based instruction since he was 4 years old and although he will always be dyslexic, he has not experienced the emotional damage and self-esteem and self-efficacy difficulties that our older boys had to endure. It has been the greatest joy of my life to see my boys now excelling in school. We are thankful for a school that has allowed them to be tutored during the school day, and for the incredibly supportive and loving teachers who have provided them with recommended accommodations and support without any hesitation. They now attend a private school that has been open to learning about dyslexia. The preschool at their school has also been trained in the early warning signs of dyslexia, and has begun identifying and referring preschoolers for early intervention who are at risk, simply through their daily observations and use of progress monitoring tools that were already in place.

As we consider necessary legislation addressing dyslexia in our North Dakota schools, one of the challenges I foresee with HB 1461 is with regards to screening all students before second grade. It is vitally important that a screen be correctly defined. A screen by definition should be quick, yet effective. It does not need to be time intensive as the sole intent of a screen is identifying warning signs of dyslexia early. A screen in this matter is very different from a full dyslexia screening evaluation which is 2-3 hours of testing that is completed *after* warning signs have already been flagged, or dyslexia testing from a qualified psychologist or neuropsychologist. Teachers are already very overwhelmed with demands placed upon them in the classroom. It is possible that tools that are already in place and being used in our

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schools could be identifying warning signs of dyslexia if teachers knew how to interpret the data specifically with regards to dyslexia. If not, it may be worthy of consideration to examine whether or not the tools being used by our schools are the best for identifying at risk students, or if there is an alternative.

House Bill 1461 calls for annual training on dyslexia for all teachers. Because dyslexia affects students in every single subject area, this is essential. All educators should be knowledgeable about how students with dyslexia learn. As all educators become more knowledgeable about what dyslexia is, and how it is exhibited in a classroom setting, screenings will become an automatic part of their assessment of their students and they will begin to recognize those warning signs on a daily basis. Some educators already do see warning signs, but I have been told by them that they are not allowed to voice their concerns, or to say dyslexia. Parents have the right to know if their child could have dyslexia, and parents rely on the expertise of those in education to catch it and to tell them early.

Another challenge I foresee with HB 1461 is with regards to the credentialing of dyslexia specialists. It will be vital to define the qualifications carefully in order to ensure proper training and expertise are both achieved, and that schools are given time to develop these resources as it is not a quick process.

It is also important that as a community, we realize that the responsibility of full remediation of dyslexia does not fall solely on our schools who are also educating hundreds of students with various learning and emotional difficulties. What is the responsibility of the schools is to acknowledge dyslexia, provide a learning environment, emotional support, and curriculum that is effective for all learners, and to be knowledgeable rather than resistant to learn about up to 20% of their student population. HB 1461 provides the steps necessary to achieve this in all schools. I personally love working with schools and teachers, it is a passion of mine as I have a profound respect for all that our educators do day in and day out. With this bill, we need to provide schools with the resources and support that they need in order to be successful.

No longer can we sit back and continue to ignore the fact that as many as 1 in 5, up to 20% of each and every classroom is dyslexic. As a therapist and as a mother, I apologize to every individual and family who has been treated poorly, who has been told dyslexia isn't real, who believes they are less than they are because of our ignorance. We did not know, and I am so sorry for all you have been through. But now we *do* know. We have read the science, we have seen the incredible effectiveness of correct instruction, and we can do better. North Dakota has an opportunity to what is right for our students with dyslexia, and I ask that you vote yes on House Bill 1461. Vote yes and say dyslexia for the 1 in 5.

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Written Testimony in Support of HB1461

2019 Legislative Session – Committee Hearing, February 6, 2019 at 8:30 a.m.

Submitted By: KrisAnn Norby-Jahner

Dyslexia does not know sex, race, nationality, socioeconomics, or any other factor. It does not have “one face.” It is not recognizable or unique to a specific class. It does not care how educated your parents are or how good of a reader your siblings are. It is silent, it is prevalent, and it goes largely undetected before 3rd grade in the State of North Dakota. I am a lawyer and an adjunct English professor. I have a Juris Doctorate; I have a Ph.D. in English and American Literature; I have an M.A. in English; I have a B.A. in English and Mass Communications...and I have a 6-year-old daughter who is showing early warning signs of dyslexia and struggles to receive services in North Dakota’s public school system.

We are attentive parents. We read to our children, we enroll them in preschool, and we want to make sure they are ready for the ever-increasing demands of Kindergarten before they even step foot in our state’s public school system. But all of our attentiveness and all of our preparation cannot change who our daughter Kaurie is and what Kaurie needs in order to learn to read and write. She was born this way. She is smart, kind, and empathetic and was eager to race out the door to preschool and learn like her older brother who began reading before he even entered those same preschool doors. But his path is not her path. Within a month of starting preschool, Kaurie became withdrawn, wouldn’t talk about preschool, and feigned numerous stomachaches in attempts to avoid attendance. This was not the same little girl, eager to learn her letters and bring home early-reader books like her brother before her had done. She wouldn’t speak in class. She froze when called on to answer questions about letters or numbers. She couldn’t draw a straight line in her handwriting book, let alone form any of the letters that her peers were working on. While she watched peers around her excel, recite letter sounds, and, some, begin to read, Kaurie felt left behind. By October, shortly before her 5th birthday, her preschool teachers expressed concern that Kaurie needed to be tested for what they perceived may be cognitive and sensory-related delays as compared to her peers. While we knew Kaurie could sing the alphabet and count out loud to ten, we were hoping that preschool would help her finally start to visually recognize letters, identify letter sounds, and write her letters and numbers. But despite repeated teaching three days a week in preschool and numerous one-on-one lessons at home, she could not perform these tasks. We would show Kaurie the letter “A” and tell her this letter is called “A.” We would put it down and pull it out 10 seconds later, and she still could not recognize that the shape before her was a letter, let alone the letter “A.”

Upon the recommendation of her preschool teachers, we began our *own* early intervention and sought out any and all services we could find. Unfortunately, we learned *very quickly* (and were repeatedly told by professionals in education) that “dyslexia” cannot be diagnosed or tested before 3rd grade. Nothing could be done. Give it time. She would come around. Had we thought about simply “holding her back?” These answers were unacceptable. We were appalled. What does it accomplish to wait for a child showing early warning signs of dyslexia to advance into Kindergarten, 1st, and 2nd grades all the while struggling to keep up with peers? What does it accomplish to let a child fail before finally giving her help? What does it accomplish to let a child’s self-esteem deteriorate to the point that she believes she’s a failure before she ever even has a fair chance to advance? Before our child, our Kaurie, even set foot in the North Dakota public school system, we refused to accept the answers we had been given.

We have spent thousands of dollars out-of-pocket on testing, evaluation, and any private services we can find to help Kaurie advance ever-so-slightly toward the level playing field on which her peers operate. By the end of preschool (2017-2018 school year), Kaurie attended preschool three (3) days a week, and received occupational therapy and Orton-Gillingham-based intervention with an emphasis on improving

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her literacy five (5) days a week. She continued Orton-Gillingham-based intervention all of last summer in preparation for Kindergarten (2018-2019 school year); and in June 2018, we submitted an official request for evaluation for special education services to the Bismarck Public School District under the federal Individuals with Disabilities Education Act (IDEA). We could not have been more prepared. We could not have (and cannot) do any more than we have already done for Kaurie. **Early intervention, screening, testing, and services for dyslexia do not exist in our current public school system for children through 2nd grade.** We underwent the arduous and long evaluation process required by IDEA and advanced through it as quickly as we possibly could have (which is not very quick at all). We repeatedly explained our concerns about dyslexia. We have shared all of Kaurie's testing and results from the Inspiring Minds Center for Literacy and Dyslexia. We have explained the Orton-Gillingham-based intervention services she receives. The school and the specialists listen, but there is nothing they can do for our concerns regarding dyslexia specifically when Kaurie is still in Kindergarten. Our occupational therapists and special educators in the North Dakota public school systems are not trained in Orton-Gillingham approaches. There are simply no early intervention strategies available or in place to address the early warning signs of dyslexia.

Kaurie's Individual Education Plan (IEP) was just finally written in January 2019, but it does not address dyslexia. It did not include testing for dyslexia. It does not include services for dyslexia. But her story is, in fact, still a success. Kaurie's story is a success because we have found a private literacy center that is willing to intervene – to offer the services she desperately needs. We have found a Kindergarten teacher who works with us and implements accommodations in the classroom according to what Kaurie needs even when it is not required by her IEP. We have found an OT, PT, and special education team in our public school system that are sympathetic to her struggles even when the word “dyslexia” cannot be uttered in our IEP meetings. Because of the early intervention we have paid dearly for out-of-pocket and because of our pushing and constant advocacy for Kaurie, her self-esteem and literacy skills have both improved. She has a long road ahead of her and a long way to go, and she is not yet on par with her peers (and she may never be). But she is a lot closer to that level playing field than she ever would have been without the early intervention we have pushed for and paid for through private dyslexia services.

Kaurie's story may be a success, but what about the stories of ALL of our children in North Dakota? What about those children who did not attend preschool or cross paths with someone who suspected early warning signs of dyslexia? What about those parents who cannot afford private services? Who cannot leave work in the middle of the day like my husband and I do to transport those children to private services? What about those children who live in rural areas and do not have access to early-intervention dyslexia services? I have no doubt what-so-ever that our schools, teachers, administrators, and specialists are doing everything they possibly can for our children within their capacity and training. But the state of North Dakota needs to do more. Our state needs to enact legislation that allows for early intervention screening for dyslexia, that gives our public school educators and specialists proper training, and funds those early intervention services that so many of our children need. Our family respectfully asks that the Committee respond favorably in support of this bill to move this important legislation toward enactment.

Sincerely,



KrisAnn Norby-Jahner



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Testimony for Dyslexia Bill HB 1461
February 6, 2019

Lisa Elijah
PO Box 433
Mandan, ND 58554

I am a parent of two children with dyslexia, and I'm writing my story to support HB 1461.

“You're not reading enough with her and that's why her fluency isn't where it needs to be.”

My daughter's Title I reading teacher said this to me during spring parent-teacher conferences of her kindergarten year. As the reading teacher continued to tell me about how she repeatedly confronted my oldest daughter in the hallway to say that she needed to read to Harper, too, it felt like this teacher blamed me—and my entire family—for Harper's lack of reading progress.

After I got home and had time to process the meeting, I still couldn't figure out how Harper's reading ability was purely due to a lack of more reading. I had two older kids who could read, the oldest of whom had also been in this teacher's Title I class and graduated out of it.

I called the children's therapy center where one of my older children had speech therapy. Thankfully, Harper's kindergarten teacher gave us very specific feedback during that spring parent-teacher conference. I passed that information to the screener, along with how our nightly reading went, and she was the first to point me toward dyslexia.

I had emailed Harper's kindergarten teacher and talked to the school psychologist. There was no help for Harper in the school system. Her learning disability wasn't supported. Eventually, we ended up at Inspiring Minds and finally got answers and help. Everything we did

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to figure out what Harper needed, and the help she received, was out of the school system. And since learning disabilities aren't covered by medical insurance, it was also out of pocket.

Harper's kindergarten teacher supported us as much as possible, but she was limited with what she could do beyond continuing to send Harper to Title I. Summer school wouldn't help a student like her, so we opted out and spent the summer getting her lessons through Inspiring Minds.

We continued through first grade, but my attempts to work with her first grade teacher didn't go beyond "Thanks for letting me know." The instructors at Inspiring Minds were willing to coordinate their lessons with Harper's reading lessons at school. I repeatedly emailed the teacher to request that she touch base with Harper's instructor from Inspiring Minds, but that was as far as it went.

During fall parent-teacher conferences, I discussed where we were with Harper's supplemental education. When I brought up dyslexia, all the teacher said was "I just don't see it." When I outlined the specific problems Harper had and how Inspiring Minds was approaching her education, the teacher said again, "I just don't see it" and also asked, "Wouldn't she be writing whole words backwards?"

I discussed Harper's difficulties seeing the board despite passing her eye exam, and that she also suffered from occasional photosensitivity—both attributed to dyslexia. Harper was able to sit closer to the board. Out of the entire year, this was the only help Harper received for her learning disability.

By the time spring parent-teacher conferences arrived, we'd been bringing Harper twice weekly to lessons outside of the school system. Harper's improvement was nearly up to standard for her age. The teacher in Title I wanted to graduate her from the program. However, because

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she started so far behind, her first grade teacher requested she stay in for the rest of the year. Harper was graduated from the program. She appeared to be a Title I success story when in reality, she was going to Inspiring Minds twice a week for a year.

My youngest child also started with Inspiring Minds after struggling for two years to improve her speech. She's only five. Traditional speech therapy hasn't been as effective as dyslexic specific education. The girls are at a different school now. We have no access to school provided speech therapy, but it wouldn't help my youngest any more than her other speech therapy.

Even with supportive, engaged teachers I still have to address problems stemming from the lack of dyslexia awareness and how it affects children. For instance, when the girls take a long time to answer and stumble over words, the teacher says things like "Hurry up, or I have to move on." This is done in front of the class. She doesn't realize that these problems with speech are a common trait in those with dyslexia.

Schools have the ability to create individualized education plans for children—except for those with dyslexia. We know dyslexia is the most common learning disability. We know the percentages. There are established and proven learning methods to teach children with dyslexia. After my experience with my daughters, and after learning what her father and her grandparents went through in school, I'm left with one question. Why has nothing changed?

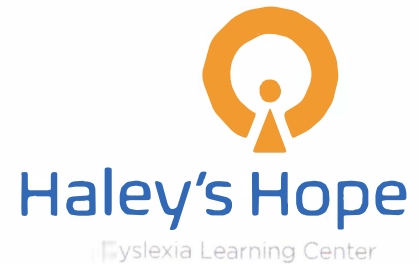
I tell you my story to provide examples of how the public school system is unable to provide education and services for children with dyslexia. I support HB 1461. Thank you for your time.

Sincerely,
Lisa Elijah



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Testimony for Public Hearing
EDUCATION COMMITTEE
House Bill # 1461



Good morning Chairman Owens, and members of the Education Committee.

My name is Kari Bucholz, Founder and Executive Director of Haley's Hope. Haley's Hope is a comprehensive dyslexia learning center located in West Fargo; however, we provide services to the entire state of North Dakota.

Thank you for the opportunity to address House Bill #1461...

To start, I have a few rhetorical questions for you.

1. How many of you work up this morning to an alarm clock you set last night, looked at your watch or phone to tell the time.
2. How many picked up the newspaper, looked at a web site, sent an email or text, or read the pile of papers similar to what stack you have in front of you now.
3. How many stopped to get gas, had to read the instructions of how to do it, push the numbers for your zip code, known to push the words "yes' or 'no', are you paying with credit card, cash, debit, do you want a carwash...what type...
4. How many billboards, signs for business, did you drive by full or words; and some with pictures.

Thank goodness for the pictures...

5. For the parents here, how many did all of these things, and then dropped off your crying child at school for another day of reading, writing and arithmetic? No, I mean another day of embarrassment, and frustration. Of feeling dumb and worth less.

Over the past 13 years, I have been trying to figure out this educational phrase.

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"You are taught to read up to third grade, and from third grade on you read to learn."

I don't understand this, because if you are dyslexic, and are not identified early, meaning kindergarten or first grade, and can't read at-grade level by 3rd or 4th grade, how do you learn?

The fact is...If you can't read (or write) the ability to LEARN is totally wiped out.

To briefly demonstrate to you what I mean, I would like to introduce you to a few of the students in our ND Education system. The students we work with come from over 62 different communities in North Dakota, not just the Fargo/West Fargo Area. (Refer to list of counties)

First, this sweet, third-grade girl who has been in pull-out reading services for two years, is in the 15th % for reading this year and does not qualify for any structured remediation.

- Please turn the page to see how she did on a recent spelling test.
- Please turn the page again and read the story she wrote about an accident she had.

This next young child is a second grader, and has been in Title services since last year.

- This is a letter she wrote to her mom at the beginning of this school year.

Next is a student in 5th grade, who has been receiving services in Title 1 since kindergarten. Sitting on the 'below average', 'on watch' every year on NWEA/AIMS web testing.

- The first spelling test is from Jan of 2018,
- The second is the same words in March of 2018.

The last student I want you to see is a junior in High School.

- IEP in SLD since kindergarten for basic reading and reading fluency
- FSIQ-99
- IEP dated 10/6/2018
 - In Corrective Reading Program instructional reading level 'C'
 - This is approx. 5-7 grade level.
 - Student has been in several programs over the years.
 - At his last IEP meeting, the principal asked his parents what they wanted them to focus on. Teaching him how to accommodate and modify his work or just focus on getting him to graduate.

Again, this is a small sample of the students I work with from across the state. I would like now to address each point in House Bill #1461.

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Section 2

1) While I am passionate about creating a dyslexia screening procedure for our children.

I believe we need to start his process prior to second grade.

- I do not see the need to screen EVERY student as this will be taxing on staff and financial resources.
- I created a program called Every Child A Reader about six years ago, with specifics on who, when and how to screen students.
- I believe a more effective and efficient method of screening should focus on the students who are most at risk.
- Incorporating levels of screening starting at kindergarten, following through at first grade, and extending into second grade.
- Areas to consider starting to implement these screenings are for students who are already showing low scores on testing already being completed across the state: DIBLES< GORT, AIMS WEB, NWEA/STAR testing, and/or teachers seeing extraordinary struggles, students currently on IEP's or 504s, in Title 1, AmeriCorps, resource reading support, etc.

3) I agree with: Dyslexia screenings should be created with a standard protocol for each stage (year) it is administered. As I referenced above.

- However, dyslexia screening cannot be based on fluency and/or just decoding. (As the above testing platforms look at.)
- It is about auditory discrimination and phonemic awareness so you can be successful with phonics and fluency building programs. (see handout)
- The screenings need to be directed at the core and causal factors that separate a dyslexic reader from a poor reader due to other circumstances.

4) Somewhat agree.

- This service maybe does not have to be administered only through special education, or an IEP, depending on the severity of the dyslexia.
- Remediation with an **Orton Gillingham based program** (there are about 11 fidelity based programs) in conjunction with a 504 is truly what most of our students need.
- The OG program **must** fit the need of the particular student, as programs are developed with different audiences in mind.
- As of 2017, the State of Learning Disabilities in ND Snapshot reveals 52.5 % of students with IEP in SLD or Speech/Language, (see handout)
- Of those, 15% are most likely just dyslexic.

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- They need direct remediation and the accommodations/ modifications a 504 brings.
- This will free up IEP coordinators to focus their skills on the students who will benefit from programs that are designed for group work. After all, the goal for our students is to get them off IEP's by 6th grade and into the main-stream classroom.

Section 3

- 1) I realize teachers, and administrators are extremely busy and adding another must to their plate can be overwhelming.
 - I am thankful to be adding at least 1 hr. of professional development on dyslexia identification and intervention to their year.
 - However, one hour is inadequate if the plan is to teach all areas listed in A-F. This level and depth of instruction should be focused for those either identifying and/or teaching students with dyslexia.
 - Considering the 1 hour time frame, a more effective goal would be to focus on sharing consistent information about basic dyslexia warning signs in students and then how to discuss this with parents, other teachers, and administrators to make recommendations for students. Now teachers are afraid to say the word dyslexia or talk about it as they have been told they may get fired.
 - This will make a broader impact with the limited a 1 hr. time slot, allowing teachers and administrators to actually use what they learn immediately.

Thank you for your time and patience in allowing me to share my knowledge about dyslexia and my passion to help all students in North Dakota.

The ND Department of public instruction estimates there are over 108 thousand students enrolled in school this year. That means if we look at the estimated 1 in 5, there are over 21,000 students who are struggling with dyslexia across our state. At ALL grade levels, not just second grade and below.

As a mom of a profoundly dyslexic son, who has dedicated the past 13 years trying to help as many children as I can, I am thankful for the efforts of those who brought this bill forward. I have always hoped North Dakota could get to this stage in our education system, acknowledging dyslexia is real and being open to doing something about it.

HB1461
2-6-19
#5

I know I have opened questions about several items in this Bill, not because I don't believe in it, but because when we do this, we need to do it right. This is an incredible start to help our state grow by allowing all students to learn to read and write.

Thank you for your time and consideration. I would be happy to stand for any questions.

Kari Bucholz

Founder and Executive Director of Haley's Hope

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List of North Dakota Cities Haley's Hope Services

City	# of Students	City	# of Students
Argusville	3	New Salem	1
Arthur	3	New Town	2
Bismarck	12	Nome	1
Bottineau	1	Oxbow	1
Bowman	1	Page	1
Buxton	1	Park River	11
Casselton	7	Portland	3
Christine	1	Reile's Acres	2
Cooperstown	2	Rugby	1
Dickinson	4	Sheyenne	2
East Grand Forks	1	Strasburg	1
Edmore	3	Tappen	1
Ellendale	1	Thompson	2
Enderlin	3	Tower City	5
Fargo	163	Valley City	1
Finley	1	Wahpeton	1
Grafton	1	Walcott	1
Grand Forks	4	Wolford	1
Gwinner	1	Washburn	2
Harwood	5	Watford City	2
Hillsboro	3	West Fargo	70
Horace	8	Williston	2
Hunter	2		
Jamestown	4		
Kindred	4		
Kulm	1		
Langdon	2		
Leonard	2		
Lidgerwood	1		
Lisbon	1		
Mandan	2		
Manvel	1		
Mapleton	1		
Mayville	4		
Mekinock	1		
Milnor	1		
Minot	6		

2-6-19

Number	Spell Word	
1	Saf	Safe
2	ugnst	against
3	Smasht	smashed
4	Emete	empty
5	Ston	Stone
6	Ochin	Ocean
7	dap	damp
8	gras	grass
9	lach	Lunch
10	hop	hope

STches

1 Day I was playing with
my kas in so ~~my~~ br. with

sed cum chas me I sed
wad I ran from Basil Arab

The table

I try to run from Basil
I ran into a table to my lip.

I felt so

~~we~~ we wet to The E.R. we when we

wrther than I felt

wore I realized not to run

in the house

Dear mom 😊

school si going grat

we bib STEAM Bins

and I math how Frens!

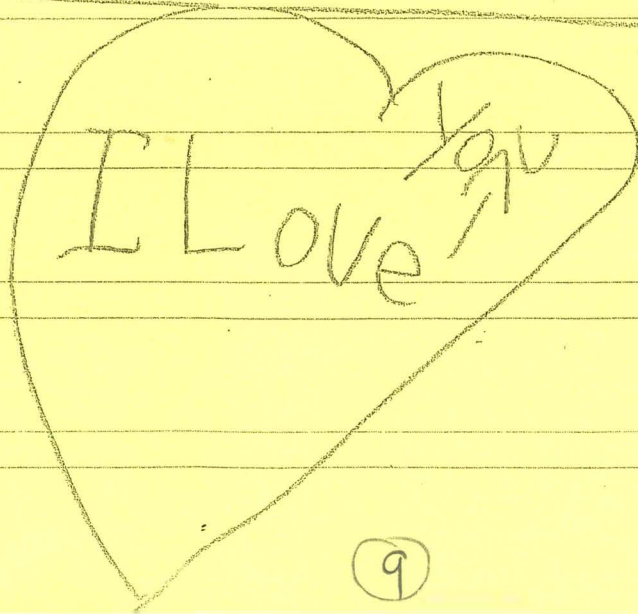
I I'm Feeling hruis

But I things I will

Be grat! PS I Love You!

PSS bot Frgit I Love you!!!

Love



5th grade
1-18-18

#5 HB 1461
2-6-19

Instructions: In the spaces below, record each word your teacher provides you.	Correctly Spelled Word (2 points)	Correctly Spelled Feature (1 point)	Incorrectly Spelled Word & Feature (0 points)
1. Pelentiful:		1	
2. in lighen		1	
3. disrubson			0
4. discoshon			0
5. indentashon			0
6. gurashes			0
7. imunis			0
8. digusten			0
9. multiplacashen			0
10. elecferishen			0
Total Points (20 possible)			

#5 HB 1461
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5th grade
3-26-2018

Instructions: In the spaces below, record each word your teacher provides you.	Correctly Spelled Word (2 points)	Correctly Spelled Feature (1 point)	Incorrectly Spelled Word & Feature (0 points)
1. plentiful	2		
2. enlighten	2		
3. disruption			0
4. cushion			0
5. indentation			0
6. graceless			0
7. inquis			0
8. digust			0
9. multiplication		1	
10. electrify			0
Total Points (20 possible)			

A Research-Based Look at Dyslexia

Dyslexia is characterized by a lack of phonemic awareness and/or rapid naming.

Three critical skills for Learning Success

- ✓ **Phonemic awareness** * The ability to identify and manipulate individual sounds in a 1-syllable word; mentally, no print
- ✓ **Rapid naming** * The ability to quickly connect with what you see (fluency)
- ✓ **Auditory processing and memory size** * Processing and making meaning of sounds in our language * The ability to recall what you hear, either immediately, or when you need it

7 Phonemic Awareness skills

1. Count or say each sound san = three sounds s - /s/ a - /a/ n - /n/	2. Add a sound san → sant	3. Delete a sound sant → _ant
4. Change a sound sant → sint	5. Compare two words sent sant <i>Which sound is different?</i>	
6. Blend sounds into a word /m/ + /e/ + /s/ + /p/ = mesp	7. Create words that rhyme can man ran pan tan san	

Auditory Discrimination

Distinguishing individual sounds from one another.



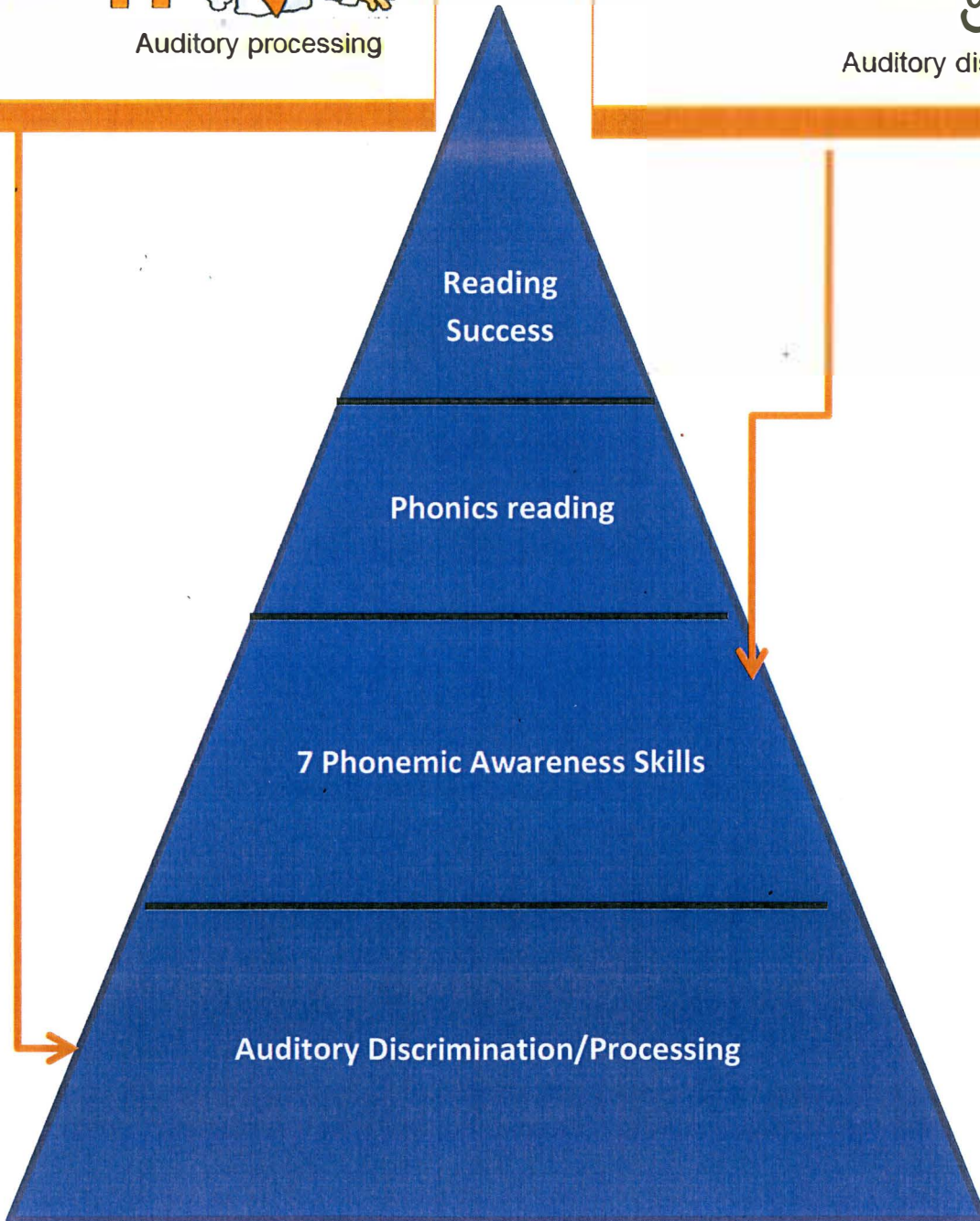
Auditory processing

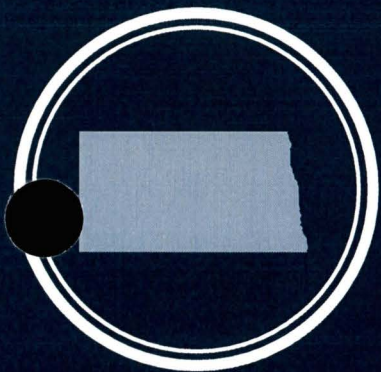
Sounds of Speech

Phonemic Awareness
BEFORE Phonics
Speech before Print



Auditory discrimination





North Dakota State Snapshot

#5 HB 1461
2-6-19

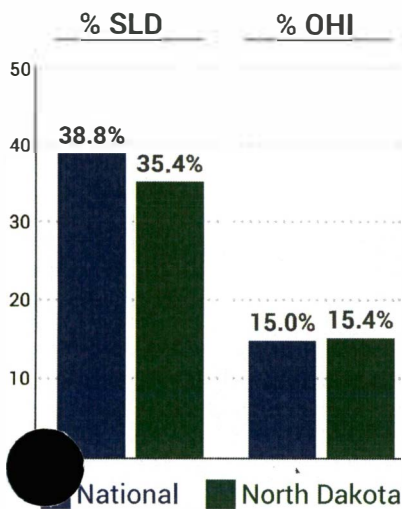
Nationwide,
12.2%

of public school students received special education in 2013–2014.

In North Dakota,
12.4%

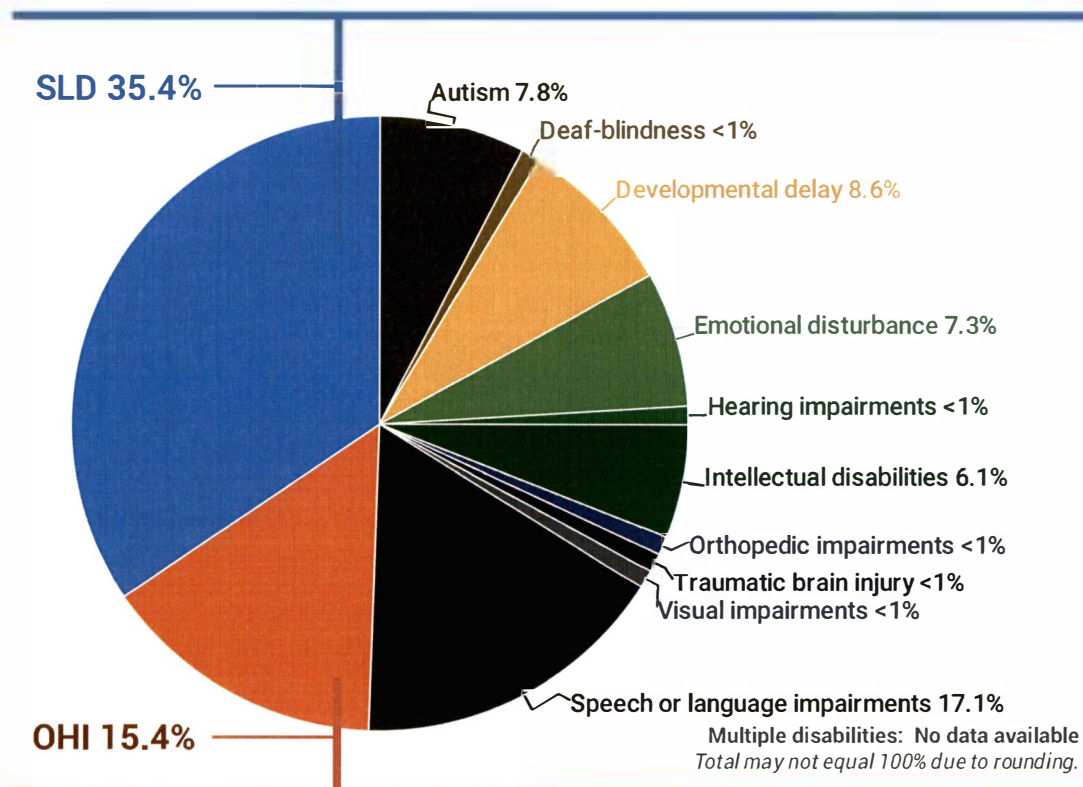
of public school students received special education that year.

Rates of SLD & OHI among students receiving special education in 2015–2016



4,242 children

were identified in 2015-2016 with **specific learning disabilities (SLD)** in North Dakota, where they accounted for the largest of the 13 disability categories covered under special education law.



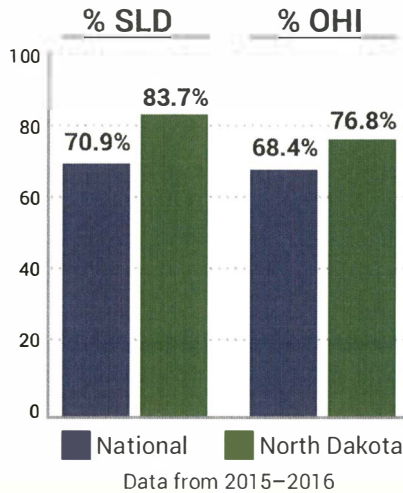
Children are often classified under the category of **other health impairments (OHI)** when ADHD is the primary reason they qualify for special education. OHI can cover other health conditions but is used here as a rough proxy for students receiving special education who have ADHD.



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Educational Environment

As detailed in this chart, many students receiving special education spend 80% or more of the school day in general education classrooms. Inclusion can improve outcomes— if teachers have the skills needed to help diverse learners.



State Literacy Laws

North Dakota law requires students to be tested in reading in grades K–3 and all struggling students to receive intervention.

North Dakota does not have a law focusing specifically on identifying or addressing dyslexia, though 26 states in the country do.



Discipline

Nationwide, students with disabilities are more than twice as likely to be suspended as those without disabilities, and the loss of instructional time increases the risk of academic failure and school aversion.

In North Dakota students identified with SLD or OHI accounted for

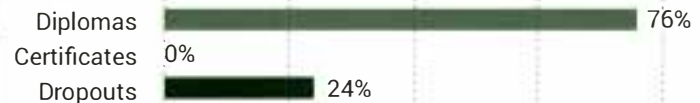
46.7%

of students with disabilities who received out-of-school suspensions in 2014–2015

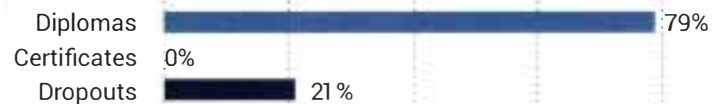
Leaving High School

Students with learning and attention issues are as smart as their peers and, with the right support, can achieve at high levels. But too often students with these issues leave school with a certificate of completion—instead of a regular diploma—or drop out altogether. Here's a look at outcomes for students receiving special education in North Dakota, where **86.6%** of all students graduated in 2014–2015.

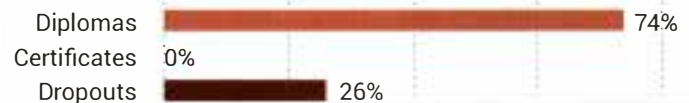
All special education



SLD



OHI



Data from 2014–2015

Totals may not equal 100% due to rounding.

Sources: [IDEA 618 data](#), [Civil Rights Data Collection](#), and [White House graduation data](#).

Statistics

Total population of North Dakota 755,393

Total dyslexic population of North Dakota **151,078**

Total population of school-age kids in North Dakota 108,943

Total dyslexic population of students **21,788**

References retrieved from:

ND Department of Public Instruction; 2018-19 School Year

Yale Center for Dyslexia and Creativity;

20% of the population has some form of Dyslexia

National Institute of Health;

one in five people across the nation has dyslexia

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ISSUE

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January 1, 2019

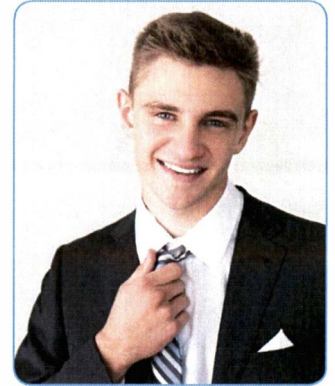
News



OUR MISSION is to guide individuals affected by dyslexia through a comprehensive approach of screening, early intervention, education and advocacy.

JAKE'S JOURNEY

Jake Miller was never good with spelling. He had a hard time formatting sentences. Math was daunting. He needed repeated directions and was only able to take it one step at a time. Talking to people of authority was tough. That is until Joann, Jake's mom, ran into Kari, the Founder and Executive Director of Haley's Hope. She was telling Kari how Jake struggled in school and Kari advised her to bring him in to be tested. Jake was 10-years old then. They discovered he was Dyslexic and immediately created a plan.



Jake Miller

There was a time when math became even more difficult for Jake. Kari often stayed after hours with him and set up a meeting with his teacher to ensure she knew exactly what he needed to focus on. Kari even went as far to take a 2-week training out-of-state to learn how to best help Jake and eventually other students. Jake was amazed by her dedication.

He continued tutoring at Haley's Hope until he was 14. While working with Kari and the amazing team at Haley's Hope he learned a lifelong lesson — NEVER GIVE UP! Jake is more confident talking in public now. He recently did so for an open house at Lake Region State College in Devils Lake, North Dakota, where he attends school. He presented to parents and new students interested in the Wind Turbine Technician career path.

This past summer, Jake worked in Sitka, Alaska as a deckhand. He was tested daily in how he communicated with his peers and superiors. He had to learn the boating language, which also meant expanding his vocabulary. He strongly believes that if he didn't work with Kari all those long nights and push himself, there is no way he could have done it.

The week before flying up to work in Alaska, Jake showed up unexpectedly at Haley's Hope. He said that Kari began to cry, because she was so happy to see him. They talked for a few hours about life and she showed him how much they had grown by adding new employees and teaching more students. Jake knew this new adventure would be challenging, and a stop at Haley's Hope beforehand was exactly what he needed. Kari reassured him he was ready, that he'd do amazing working up there and to set fear aside. That dose of inspiration and all of the hard work he had put in before, set him up for success.

Jake finished working on the ocean and went back to Lake Region State College. After one week of being back, he was climbing wind turbines and working with all sorts of wires. Again, another challenge was put before him, so he knew what he needed to do. He stayed up late studying the layout of the tower, every detail. He now knows he needs to break things down to better understand and ask more questions.



He put in the work to learn it. Kari always taught him to believe, to push himself to learn the information and not to be lazy! Jake thinks of Haley's Hope as one place that he can always count on if he needs help. He has learned great techniques that will help him grow well into the future.

Pictured left to right: Marcus (older brother), Jake, Hunter (younger brother), Joann (mom) and Terry (dad) Miller

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HURRAY FOR HALEY'S HOPE!

"For your ears and eyes, we are forever grateful. The strides he is making and the progress continues to show both at home in his reading and in his academic work. I can't wait to see how his growth and confidence changes over the next year. Diane is a gifted teacher and I am so thankful Haley's Hope found her. She is a blessing in Ben's life."
- Terri, Parent of a 2nd grader

"Mason read to us last night, and I can't believe it! He was confident, read clear, concise, and was able to sound out words I would have had to sound out to him months ago. We were blown away! First time ever he is requesting to go to the public library.... Brenda has done a great job thus far and a big shout out to her. Seeing the confidence in him is priceless!
- Stacey, Parent of a 7th grader

"You amaze me with your **STRENGTH** and **POISE**! You are clear headed, **KNOWLEDGEABLE**, straight shooting and bring the facts to the table. I am very emotional about our sweet girl and we will fight for her in ANY and every way. It was a **GIFT** to have you there and simple words will **NEVER** be enough. So **THANK YOU!**"
- Received after attending an IEP meeting

"This scholarship is greatly appreciated. Thank you so much. Haley's Hope has been wonderful for my children. I hope someday I will be able to give back to other families who need financial assistance with this wonderful program."

DO YOU KNOW?



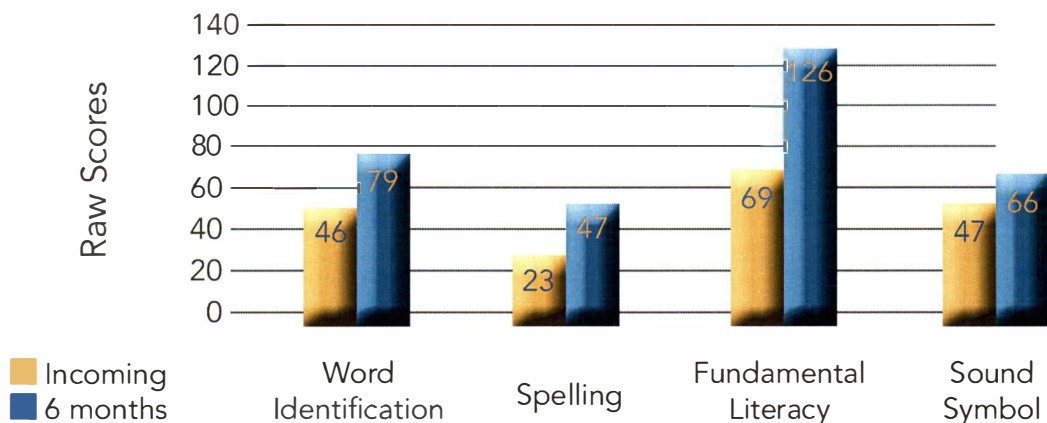
We have helped over **598 families** since opening.



Active students tutoring with us represent **38 towns** and **72 schools**.

Over **8,358** sessions were taught in 2018. This is **↑ 1,385** sessions from 2017!

Average Improvement after 6 months of 1-on-1 Tutoring



haleyshope.org

Like us on Facebook

701.373.0397

kari@haleyshope.org



#5 HB 1461
2-6-19



NORTH DAKOTA STATE CONGRESS TESTIMONIAL

VERSION 1.0

2/6/2019

Presented by
Haley.Bucholz@jp2schools.org

HB 1461
#5
2-6-19

North Dakota State Congress testimonial

Who am I and why am I speaking here today.

My name is Haley Bucholz and I am here to speak on behalf and represent those who suffer from dyslexia In the state of North Dakota. Along with that I am a 12 grader at shanley high school in Fargo, ND.

My earliest memories of doing things differently.

- I. I Remember The frustration I felt in my early childhood. It was a feeling of disappointment, fear, anger, and sadness.
- II. The signs are noticeable in preschool, kindergarten, and most of all it hit me hard in first grade, but nothing to compare to what we going to happen to me in third grade.
- III. Looking back at elementary school many nights I spent coming home crying and in fear, frustration , and the feeling of utter disappointment to my family. The worst feeling was noticing that I was different and the feeling of helplessness in school that I Had. I have very vivid memories of how embarrassed I felt to read, Write and even speak sometimes.
- IV. I remember when I was a kid overhearing Conversations of teachers talking to my mom telling her that I was never going to be a success, that I was Always going to be the last kid in the class and that I should give up on trying to fight to find success. This moment leading to the most important memory of my childhood. This was the The day I truly felt I would never be a success and my educator gave up on me.
- V. That impactful event affected me and my self-confidence ,individuality, and in my ability to be who I am today. That even caused me to transfer schools in Third grade.
- VI. Now I believe it made it worse that I didn't have an individual who exemplified the Meaning of what is to be a teacher in the education system. A teacher is an individual who finds passion in finding success within a child in a given curriculum. Along with that they will do anything to help find a unique way to have a child learn.

What I need daily to be successful, and why I made it when others do not.

- I. The first reason I became successful while others don't it's due to my family .My family is very hard-working and stand strong in the face of adversity.

- II. I think the second reason is my ability except change in that I was different. But this did not come without struggles. It was very hard for me to except at a young age.
- III. The largest impact in my success was my diagnosis and treatment and learn to learn in Minneapolis. Reason why this was my largest moment of success because this spark my entire family strive to help me learn (Drove weekly to cites for tutoring)
- IV. Continuing it was the perseverance my mother and father to strive to find myself success in the school.
- V. Next biggest moment was landmark school in Beverly Massachusetts. The schools designed for children with learning disabilities. The curriculum was based on individuality and key on quality over quantity. Along with that it didn't make me feel alone because everyone was so understanding and knowledgeable about dyslexia
- VI. After school in Massachusetts my ability to self advocate open up to my peers about my disability and differences change my life.(Been looked at positively, inspiration, even asked to help self-confidence with kids at the school.)
- VII. Finally it was self advocating and finding success within yourself and in small victories which could lead to larger victories.

Build strategies to help teachers be efficient and effective to help a student learn.

5 HB 1461
2-6-19

My name is Jill Kuster. I am writing to urge your support for Dyslexia House Bill 1461.

I have an Education degree with a minor in reading education. In college, I took many courses in reading instruction and used this knowledge as a reading instructor and tutor in the North Dakota Public School System. At that time, it never occurred to me that I would need any of this information for my own child one day.

I suspected that my daughter Katelyn had dyslexia in the first grade. Dyslexia is known to most people as backwards letters, but it so much more than that. Even with all my education, the majority of the information I know about dyslexia comes from my own study and my desire to do and know everything I can for the benefit of my child.

Even with my background, getting someone to listen to my concerns about risk factors she had, but would not be exhibiting in school, was daunting to say the least. On more than one occasion, I left meetings in tears because I felt like the crazy mom who they wished would just shut up about dyslexia. It took me over two years of one referral to another referral until she received the dyslexia diagnosis. We were relieved to finally be told what I knew in my gut for so long.

Unfortunately, the fight still continues every day. I feel that teachers need to be informed every year about what dyslexia is and what my child needs, as well as, clearing up misconceptions about what it actually is, such as it is just a visual eye problem.

As an educator, I feel North Dakota has one of the best school systems in the country, but we can do so much better as we are doing 1 in 5 (that is like 4 children in each 20 student classroom- just one classroom!) an injustice by not educating our teachers and not having any law regarding dyslexia.

As I sat down to write this letter, my now 10-year-old daughter said, "I'm so glad I have a mom who fights for me." Please pass Dyslexia House Bill 1461 so other children with dyslexia and their parents don't have to fight so hard.

Thank you.

Jill Kuster

Thompson, North Dakota

#5

#B 1461
2-6-19

House Bill #1461

My Name is Rodney Volk and I have been a teacher for 26 years. I am presently employed with the Fargo Public School District as a teacher in (Reading, Language Arts, Science and Math.) I have witnessed many of my students in school and my own child's first-hand struggles with his dyslexia. I have attended thousands of IEP's over the years, and see that often the root of learning problems is reading. Most students on IEP's/504/etc. plans rarely solves the problem that exist. My son Evan, a 6th grader at Central Cass Public School in Casselton, ND is an example of this struggle. Evan has had learning issues from day one. As a person trained to recognize learning disabilities in school children, it was still very difficult for me to pin-point what was actually taking place with him. His IEP, accommodations, summer school, and tutoring sessions did not get to the root of his problem. It was not until one of the Fargo Public Schools specialists suggested I have him tested for Dyslexia. We took him to Haley's Hope in West Fargo and confirmed with the screening results. Since this time two years ago, Evan has had weekly, one-hour sessions and his life has changed forever. Evan so disliked school, he did everything to avoid it prior to his training. With his Dyslexia training, he loves the learning process now and is very disappointed when he is not able to attend. The techniques he has learned to overcome the disability is now manageable for him, and we have a new child/learner. As an educator, I too have been more aware of Dyslexia in young individuals. I have shared with many parents the turnaround for my own son and the life changing event. I often think of Evan and his long struggle and how it could have possibly been expedited with one simple screening. I encourage and support any bill or measure that could help identify the many students that fall into this similar situation.

Thanks

Rodney Volk

Fargo Public Schools Teacher and Parent of Dyslexic Student

#5 HB 1461
2-6-19

Testimony for Public Hearing
EDUCATION COMMITTEE
Public Hearing on House Bill 1461
February 6th, 2019

HB No. 1461 - An Act to amend sections of the North Dakota Century Code, relating to dyslexia screenings and training for teachers and other staff; including credentials for dyslexia specialists; and to provide a report to legislative management.

My name is Chris Walski. I am a mother of three young boys, Luke and Brady are 9-year-old twins and Casey who is six years old. I want to thank Representative Owens and fellow members of the Education Committee for the opportunity to provide support for House Bill 1461.

House Bill 1461 discusses training and credentials for teachers along with screening requirements for students with dyslexia in North Dakota. As a mom of children with learning disabilities I know firsthand how difficult it has been navigating the education system to ensure Luke did not fall behind meeting expected grade-level testing. Luke was diagnosed with dyslexia in 2nd grade. His diagnosis was driven by mother's intuition not the educators who were teaching him each day. Luke has dyslexia and dysgraphia which means he writes many letters backwards and is not able to spell accurately due to the gap in connecting the correct letter with its sound. In first grade Luke's daily work was still coming home with many letter reversals. During our parent teacher conferences, we specifically asked if this was a concern, repeatedly we were told, "don't worry some kids just take longer to correct, give it more time." Second grade started and Luke had not progressed like his classmates. In the fall of second grade as parent's we reached out to have Luke screened for dyslexia at Haley's Hope in Fargo. Due to the screening results we were referred to a neuropsychologist for formal testing and received his official diagnosis of dyslexia. Each year in school I feel we as parents must educate his teacher about dyslexia. Too many times I have been told by teachers they are not taught about dyslexia during their formal training. Ensuring teachers receive on-going education for dyslexia in our school system is necessary so children with dyslexia receive their fair accommodations in the classroom.

The purpose of HB1461 is to create a standard of requirements to educate dyslexic children in the state of North Dakota. One of the foundations for reading is phonics, a skill of connecting letter sounds with words, is difficult for dyslexic learners. The Fargo public schools where Luke was enrolled didn't have the resources to provide this special multi-sensory structure needed to facilitate teaching him to read. After Luke was diagnosed with dyslexia, we started an Orton-Gillingham tutoring program at Haley's Hope.

When we decided to commit to the program, we were told it takes an average of three years to complete all the lessons. Luke has attended one-hour tutoring sessions twice a week for two and a half years now. It has been a commitment of additional time and financial support impacting our whole family. When Luke started the 3rd grade he tested a full grade below reading level. When we attended his end of the year conferences that same year, he was near 4th grade reading level, his teacher said, "I couldn't believe how well Luke is reading now. To think about where he was at the beginning of the year and now, he is one of the top readers in our class. I tested him twice just to make sure it was accurate. I don't think I have seen anyone make so much progress in such a short time." Specialized instruction like Orton-Gillingham works for these kids, implementing it into the school systems and educating our teachers will benefit all learners, including those who weren't as fortunate to receive after school tutoring.

I believe that House Bill 1461 will satisfy the interest of both students with dyslexia and educators. Adding terminology to the bill requiring on going education and reporting to state departments guarantees educators will be given opportunities to enhance lesson plans to meet the needs for all types of learners. Teachers would meet and maintain the expectation to be educationally prepared and competent for dyslexic learners. I urge you to support the bill for consideration by the House.

Thank you for your time.

Chris Walski
4395 45th Avenue S.
Fargo, ND 58104
701-893-6223

#5 HB 1461
2-6-19

To whom it may concern:

My name is Jessica Cassidy and I am writing to you to encourage you to vote YES for Bill #1461.

My daughter, Khloe, 8, is a 3rd grader who was recently diagnosed with dyslexia. After spending years with unanswered questions, no help from the public school system, and being told nothing was wrong with her abilities. I questioned my daughter's school and teachers about Dyslexia, however, they were uneducated about Dyslexia and could not identify if any of her symptoms identified as Dyslexia. The staff kept insisting because her IQ appeared to be normal, she would catch up and be fine. I was told even if Khloe was Dyslexic, the school system can't concentrate on one child with Dyslexia, as they don't have the staff or the knowledge, the proper materials, and Dyslexia was not recognized as a disability! If she was misbehaved or identified as ADHD, she could get the assistance she needed, but not for merely being identified in her abilities as High Risk for three consistent years in Reading. I asked every teacher I knew and special education teachers what could be done to help my daughter and all they could say was get her tutoring! I was at a loss until I heard about Haley's Hope.

I turned to Haley's Hope to have Khloe tested for Dyslexia. Kari met with me and my daughter met with a therapist. After some basic testing, they recommended that I have Khloe seen by a Neurologist for confirmation of Dyslexia, but they felt very strongly that Khloe was Dyslexic and recommended that I start Khloe on Haley's Hope's tutoring program. I followed through with the neurologist and Khloe was diagnosed with Dyslexia in December 2018.

After receiving a medical diagnosis, I informed the school and demanded they follow through with the proper IEP testing. In the meantime, Khloe started Haley's Hope's tutoring program in December 2018, which is based on the Barton program. For one-month Khloe attended twice a week, and from the second month on she has been attending once a week. The change in Khloe was almost immediate! It was as though the light bulb came on! Khloe finally was understanding what she was being taught and she was using it to spell and read on her own! What the school had been trying to teach her for three years, the Barton program had just managed to do in a few months! Her confidence in sounding out words, her ability to read books on her own, and her ability to write sentences that were legible was finally starting to grow! Not only was Khloe affected by her inability to read or spell, it was taking a toll on her confidence, attitude, and ability to concentrate. Once she started Haley's Hope, and she began to spell and read, her confidence came back, and her attitude changed!

The school finally completed their testing at the end of January and concluded that from the last time Khloe was tested in October 2018 she had doubled her words per minute, her reading accuracy had increased 23%, and she had jumped 3 book levels! Her literacy teacher was keeping her at the same reading level she was at in 2nd grade, yet her ability was above that! The results spoke for themselves! Her growth was coming from Haley's Hope!

I beg you, as a loving parent, and a concerned citizen, that you vote YES to this bill. It has been an extremely long road, one of which should not have taken three years to get the answers or the help we needed. My short story doesn't even touch on the troubles my daughter has experienced, the frustrations we have had with teachers or the school systems, or the precious time that was wasted in

#5 HB 1461
2-6-19

teaching my daughter so that she can grow academically. Dyslexia is a disability, one of which is not diagnosed because those that are left in charge of teaching the very children with Dyslexia are not educated in identifying it! Without the resources to identify Dyslexia or the educational tools to teach children with Dyslexia in the public-school system, we are cheating 1 out of every 5 kids from an education! An education that can make or break someone's future!

Sincerely,

Jessica Cassady

A Dyslexia parent and proud, thankful client of Haley's Hope

Jessica A. Cassady 02/04/2019

#5 HB1461
2-6-19

Heather Bryant (Wendorf)- West Fargo
William Wendorf- son in 4th grade

Will started with speech at age 3. He started school and struggled with reading. They put him in a reading group. The school did IQ testing and said ok. They told me to read to him more. He did NDSU summer reading programs. I hired a nanny who took him to Sylvan's. In 3rd grade it started to impact math scores due to the reading math problems. His self-esteem was low and he felt dumb. He was starting to get teased. The school said he had max services for reading and on an IEP. Their recommendation was Sylvan's.

I took him for neuropsychic testing at Sanford. He was 3% for reading and gifted in everything else. The neuropsychologist recommended Haley's Hope.

Haley's Hope has been amazing. My son, Will, can read. The school now has an appropriate IEP for his learning disability. He is now doing great in math. His self-esteem is back and he feels he is smart.

There is a need for education tithe schools on dyslexia. There needs to be more training on screening. We were never pointed to a diagnosis of dyslexia. The services Haley Hope provides is not covered by school. Please support our kiddos with screening and services at school.

Sincerely
Heather Bryant

5 HB 1461
2-6-19

Dear Representative Striden & the education committee:

The pending legislation addressing dyslexia, HB # 1461 is of great interest to us because we are parents of a dyslexic son, Malachi. This bill could greatly help our son and other students currently struggling to learn to read due to dyslexia.

I am primarily concerned about educators having the training to recognize the symptoms of dyslexia early and the resources to remediate the struggle to learn to read due to dyslexia.

When Malachi started kindergarten he was apprehensive to go, by the end of the school year his anxiety was worse as he struggled to keep up with the other students in his class. We would spend many evenings going through flash cards and reading to him to recognize the basic sight words like if, to, the. He struggled to learn those. Another school year, 1st grade started and again he fell further behind in his challenge to learn to read. We met with his teacher and requested educational testing done & the start of the IEP process began. The testing showed he had normal IQ, working memory was normal, but a low reading fluency & comprehension. He was started on an IEP in April of 2015 with reading programs to aide in reading fluency & comprehension. Second grade, another school year, another year of struggling to learn to read & falling further behind in school. This resulted in the majority of our family time in the evenings working on catching up homework that he couldn't get done in school. During the school day, Malachi went to Special Ed, Title I program, & after school program with very minimal improvement. We were all exhausted. His anxiety worsened. We would encourage him if you work harder, we can overcome this and learn to read.

The annual IEP meetings with the special education team told us, kids who struggle to read typically always struggle to read. We continued the same process of programs in special ed to improve reading fluency & reading comprehension with little improvement. We called our local special education unit and spoke with the program coordinator for our school. We asked about testing for dyslexia. She reported dyslexia is not a recognized reading disability in North Dakota. Malachi started 4th grade and was ready to give up completely. We independently took him for dyslexia testing by a certified dyslexia specialist in Fargo, ND. The testing showed he has dyslexia. We brought the testing results back to our school and the special education team. The special education team would not consider the test results and again replied dyslexia is not a recognized reading disability in North Dakota. We gave the recommendations from the dyslexia testing to implement an Orton Gullingham based program that is proven to help children with dyslexia learn to read and they denied our request. We then pursued an Orton Gullingham based program through a private tutor. We live in western North Dakota making it very difficult to travel the distance multiple times per week for tutoring. Haley's Hope in Fargo offers an Orton Gullingham based program via Zoom to allow Malachi to have access to the resources he needs to learn to read. The school and teachers have been very accommodating of Malachi's dyslexia & tutoring, but have not been able to get the support from the local Special Education Unit.

Malachi is now ½ way in his 5th grade year of school. He has done the Orton Gullingham based program for a year now with much success. His testing shows he reads at a 5th grade reading level. Another bonus is Malachi's anxiety has decreased and his self- confidence has soared. Malachi told us "it is a relief to know there is something to help me."

Thank you for your consideration on this matter. It is an important issue to Malachi and other kids who are currently struggling in school to learn to read. We would like to see the legislation pass to ensure effective educational services for the students involved.

Sincerely,

Andrew & Heidi Peltz (parents of Malachi Peltz, 5th grader at Glen Ullin Public School)
5870 County Road 140
New Salem, ND 58563
701-843-7312, hpeltz@westriv.com

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Testimony for Public Hearing House Bill #1461

Having known Haley for 10 years I feel very privileged to call him my friend, but what's possibly even a greater honor than that is to be able to witness the incredible transformation this young man has undergone. I still remember the first day I met him. It was recess and my other best friend, Joe Mickelson, came walking out with this tall lanky new kid with blonde hair and a bowl cut. Joe introduced me to this soon to be best friend as Haley and I remember questioning if that was really his first name. It wasn't long after that we all found out we could easily be each other's brothers, and shared almost every interest together. Since Joe was in the same 3rd grade class as Haley they initially became friends quicker than I did which meant he first learned about Haley's dyslexia. Another day at recess, Joe came over with Haley, and Joe asked Haley if he could tell me about "it". I distinctly remember Haley looking, for just a moment, scared and then I learned about his dyslexia. When I first heard that Haley was dyslexic, I had no idea whatsoever what that meant but considering how they talked about it, it was something to be kept private and handle with care. Over the next couple of years, I began to learn about his learning disability and the true reasons for him transferring schools. He was a struggling elementary student that was borderline abused for his lack of the ability to read and write as a young child from teachers, staff and students. No one had the vision to see the potential in him, and he was left being told that he was never going to amount to anything. He would simply not be able to read or write well for the rest of his life. But boy were they wrong. I had the opportunity for plenty of hands on experience with Haley starting there in 3rd grade: Spelling out countless words, sounding out sentences, and trying my best to help in any way possible. Joe had more opportunities to help in those early years as those two were in the same class together for a few years without me, and I know that Joe as well helped Haley on a daily basis with fundamental language "roadblocks".

Once we reached middle school many people started to learn more about his needs as a student and he opened up in a lot of ways about his struggles. Middle school can be rough because let's face it: teenagers are jerks. No amount of pestering, giggling, or joking could truly break his spirit, but for many of those that do struggle they are not so fortunate. Haley's continual and positive outlook helped him immensely, but sheer force of will alone is not enough to overcome a struggle like dyslexia. I began to witness a large change here with Haley as he was no longer scared to tell others of his disability, but rather was very receptive to questions and general curiosity about his way of life. Middle school is where a lot of academic growth began to show, as in English we began to read more in-depth literary works and write more papers. As writing and penmanship is also a challenge for him, I often had the pleasure of proofreading papers and assignments because I am able to competently read what he is writing. What I don't think many realized is that he is an absolute incredible writer and I think has a special way of conveying what he wants to say to the reader. Towards the end of middle school his need for help from Joe and I began to decline and we knew we were along for the ride on a very special journey.

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2-6-19

Once high school rolled around, he began to truly bloom despite adversity. Although still fighting the battle against dyslexia on a daily basis, Joe and I have had to help him less and less to the point now where it is rare that he asks me for help with small, simple tasks. He is succeeding due to three main factors that are outside of the control of himself and other students in need. First is that he was diagnosed at a young age and was able to get the help he needed in those critical early stages. Second is the phenomenal help by the astounding resources available to him both in and out of the classroom. Finally, and most importantly, is the incomprehensible amount of love, support, and care he has received from his family, and in particular his most wonderful mother. He is now a senior in high school with a near 4.0, involved with many activities and friends, and is next year going to college as well as playing Division 1 football. I could not possibly be prouder of Haley after watching every step and struggle along the way and I am blessed to call him my friend.

Jack Pollard
Fargo, North Dakota

#5 HB 1461
2-6-19

February 5th, 2019

Dear Mrs. Bucholz,

We are writing you today to lend our support for your impending testimony to the North Dakota state legislature regarding Bill#1461 to create and enact new sections of law relating to dyslexia screenings and training for teachers and staff in North Dakota.

As you are aware, our daughter Camden Denell Stafslie—who is a 4th grader attending Aurora Elementary School in West Fargo, North Dakota—was diagnosed with dyslexia in 2017 upon an extensive testing and screening examination by a neuropsychologist. Prior to her diagnosis, Camden had consistently struggled with reading fluency and comprehension skills since starting her elementary education, which was recognized by her teacher(s) and resulted in her placement in a remedial reading group. Although this was an important first step of recognition and intervention by the school system, Camden's reading deficiencies persisted as she progressed from grade 1 to grade 3. During this time, we met periodically with her primary classroom and remedial reading teachers to review and assess her progress. No concerns or comments were ever mentioned in terms of a potential, underlying learning disability during these discussions.

It was at the recommendation of Camden's psychologist, who had been counseling Camden for anxiety issues, that we eventually had her evaluated by a neuropsychologist, leading to the detection and diagnosis of dyslexia. The teachers and staff at Aurora Elementary were highly receptive and quick to act once we informed them of Camden's diagnosis, resulting in the immediate implementation of a 504 plan to address her specific needs and deficiencies in the classroom. While they have provided adequate services and support since that time in terms of corrective actions, we believe it would have been enormously beneficial if Camden's elementary school teachers had been given the proper resources and training to recognize the signs and symptoms of dyslexia at an earlier stage in Camden's educational development. After all, if we had not made the decision to seek assistance for Camden outside the West Fargo school system, she may still be struggling as an undiagnosed dyslexic today. Thus, it is vitally important in our opinion and experience that elementary school teachers in North Dakota receive the proper training to recognize the signs of dyslexia as early as possible—and perhaps conduct some preliminary screening exercises—to avoid future, similar situations like Camden's.

In conclusion, it is our hope that the North Dakota state legislature will respond favorably to your testimony and enact these new sections of laws to help other children in North Dakota like Camden receive the proper resources, support and corrective measures they need in a timely fashion to overcome the challenges of dyslexia and other related learning disabilities.

Sincerely,

Shane Stafslie and Missy Berry

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2-6-19

February 3, 2019

House Bill #1461

Dyslexia screening and training teachers and staff in North Dakota

Member of the North Dakota Legislative Assembly

North Dakota Legislative Assembly

Dear Member of the North Dakota Legislative Assembly:

Hi I am Robyn Wilson and my son Payton now age 10 has been diagnosed with dyslexia. My dilemma started with the school at age 7 and due to his problems and not understanding teachers instructions and all the frustration that goes with not understanding what to do he developed major behavior problems. This was so overwhelming for him and our family. He did not understand how to keep functioning without the proper intervention.

Then it starts with lack of assistance and understanding the process of evaluation. We spend a great deal of out of pocket money for a psychology evaluation. Only after this and meeting with multiple teachers and other staff was Payton's case acknowledged. With the help with Haley's Hope we were able establish a 504 for Payton. Finally in third grade he was also diagnosed with a learning disability. To literally feel like you are fighting an uphill battle to get help for your child is so disheartening.

We are so pleased with the help Payton has received at Haley's Hope. They are so kind and understanding for these students which have nowhere to turn. It is a very dark world when adults don't understand or would rather just believe everyone should be main streamed.

Finally in fourth grade at Freedom Elementary in Fargo and multiple hurtful experiences we are finally getting more help. Without Haley's Hope I don't where my child would be today.

Sincerely

Robyn Wilson

#5 HB 1461
2-6-19



WEST FARGO HIGH SCHOOL



February 5, 2019

To whom it may concern,

I am writing this letter in support of HB #1461 which would create and enact new sections of law relating to dyslexia screenings and training for teachers and staff in North Dakota. This bill is important to me because my 7-year old daughter, Megan, struggles with dyslexia and without the help of Haley's Hope in Fargo, ND, I don't know where she would be academically.

My husband struggled with reading in school as an elementary and secondary student. He was never diagnosed with a learning disability but after his teachers came to know him, they knew he needed accommodations to be successful. It wasn't until he started school at NDSU that he was diagnosed with mild dyslexia and began receiving the appropriate tools to help him decode words more efficiently. This was in the 1990's and yet nearly 30 years later, services in public elementary and secondary schools for children with dyslexia has not evolved.

As a preschooler, I knew my daughter would likely struggle with reading. While her twin brother was easily identifying letters, sounds and basic sight words, Megan was only able to confidently decipher an "M" by calling it "my letter," and "A," calling it an "up-down-across." It was clear that this was not a matter of nurture, but rather, nature. Megan's struggle continued into kindergarten. She began receiving Title I services to give her additional reading practice both in and out of school. Her lack of progress created not only frustration, but a decrease in self-esteem and a disinterest in attending school. Even though we, her parents, suspected she was experiencing dyslexia, the West Fargo Public School system believed it was too soon to tell.

We continued with Title I services her 1st grade year. Her twin brother was excelling at reading, while Megan lingered behind with skills less than that of a kindergartener. At mid-year, my husband and I decided to have Megan evaluated at Haley's Hope in Fargo. When the results indicated that Megan was in fact, struggling with dyslexia, we began services with the organization, paying out of pocket each week to help our daughter succeed in school and build her confidence back. Her Title I reading teacher at that time, was also very supportive but admittedly did not have the knowledge, skills or training to mimic the tools Megan needed to address her disability.

If it had not been for the services of Haley's Hope, Megan's progress as a second-grade reader would have halted. Even after several parent meetings and strategy suggestions

Dr. Jennifer Fremstad
Principal

Dr. Kelly Peters
Asst. Principal

Dr. Wayne Samson
Asst. Principal

Mrs. Tera Sistad
Asst. Principal

Ms. Rachel Baughman
Dean of Students

Mr. Jay DeCann
Activities Director

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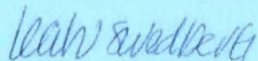
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from Haley's Hope, her current Title I teacher does not understand dyslexia and has expressed that she is at a loss for what to do to help Megan improve. While I am disappointed about this, I also understand. As a high school teacher myself, I have never been trained to work with students with dyslexia. If I don't have the training, knowledge and skills, how can I possibly help my students succeed in the written language? There simply is no bridge between the public school system and organizations that specialize in dyslexia.

It is my belief that HB #1461 is an educational necessity. The West Fargo Public School system believes in and pushes for "reading in the content area" and academic literacy. But without knowledge of reading disorders, it becomes difficult to service students with mild, moderate and severe dyslexia. We receive training on how to work with students with ADHD, autism, behavioral and conduct disorders, trauma and cultural sensitivities. Yet we do not know how to help dyslexic students with the #1 indicator of academic success; reading fluency and comprehension. All teachers, both elementary and secondary, should be required to have training in both basic knowledge of dyslexia AND in strategies for assisting students.

We are fortunate to be able to afford the services that Haley's Hope provides to help Megan learn strategies to navigate and improve her reading accuracy and fluency. With 1 in 5 people experiencing dyslexia, success in reading should not be determined by the haves and the have-nots. All children should have access to learning strategies that directly correlate with their abilities OR their learning disabilities. It is my fear that without HB #1461, children like Megan (20% of public school-children) will experience a limited reading potential in the public school setting.

Sincerely,



Leah Swedberg, M. Ed., NBCT
2019 Central District SHAPE Health TOY
Health and Physical Education
West Fargo High School
(701) 356-2050

Re: House Bill 1461

Education Committee: Please send to House with a 'Do Pass' Recommendation!

#5 HB 1461
2-6-19

Good morning!/afternoon! My name is Julie Tillberg and my husband's name is John Pederson. We have two children in elementary school in Mayville, North Dakota. John Luke is in 4th Grade and Lilie is in 1st Grade. Both have dyslexia.

Last summer I read an article that mentioned a high percentage of individuals in prison have a form of dyslexia. And I thought to myself, "Not surprising at all. That could easily have been our son." In 1st Grade, our son's grades were on grade level, but he was struggling. Every school night he was anxious, talked about feeling blue, did not like school, had low self-esteem, had low-confidence in imagining what occupations he might have as an adult, and had behavior challenges at school and at home. We mentioned our concerns with his 1st Grade teacher, that he still had letter reversals, but nothing was initiated by the school.

On our own, we had John Luke screened at Haley's Hope the August before his 2nd Grade year. We were then encouraged to do further diagnostic evaluation because of the severity of his dyslexia and other possible diagnosis. We started his tutoring at Haley's Hope right away, because we knew the process to secure an IEP (Individualized Education Program) through the school system would take time. When we shared the diagnostic evaluation results with John Luke's teachers and specialists from our local tri-county Special Education Coop, we were told he could not receive services directly for his dyslexia, even though the discrepancies on his evaluation were consistent with children who have involved dyslexia. And so we directly asked, "How far behind would John Luke have to be in reading, to receive services for his dyslexia?" Two years, we were told. He was in 2nd Grade. (In 2nd Grade, his reading group was with a Title 1 resource teacher, because his reading level did go below grade level reading. However, it did not specifically address his dyslexia.)

Since 2nd Grade, we have had John Luke evaluated for Sensory Integration. With the results of that evaluation, along with addressing John Luke's ADHD-Inattentive, we have been able to develop an IEP that addresses these common co-morbid diagnoses of dyslexia. John Luke's classroom teachers have been supportive. He has a specialized list of spelling words (from the Susan Barton Orton Gillingham Curriculum) that we provide to his resource teacher to work on with him. And there are other accommodations made at school due to his dyslexia. However, there continues to not be any direct instruction provided that addresses the dyslexia specifically (ie- instruction with a research-based dyslexia curriculum).

Now with our 1st Grade daughter we are on a similar journey of initiating screenings and diagnostic evaluations to secure support and services for her dyslexia. This past October, she started tutoring at Hayley's Hope. In school, she is in the lower reading group which is led by a Title 1 teacher. Though, like her brother, it does not specifically address her dyslexia.

Re: House Bill 1461

#5 HB 1461 2-6-19

Education Committee: Please send to House with a 'Do Pass' Recommendation!

Our son has blossomed and is on a different trajectory, then he would have been, if we had not acted to figure out what was going on with him. A large part of his success is due to the dyslexia tutoring that he has received at Haley's Hope, along with John and me taking the initiative to address his other learning challenges!

Our daughter just read "Green Eggs and Ham" to us last week! She was so excited and proud of herself, that she took the book to school to share it with her reading teacher!

Early on in this process of seeking help for our son, it became apparent how getting support and resources for our children with dyslexia is also a justice issue. It takes time, A LOT of emotional energy, determination, confidence, money, and flexibility of schedule, to initiate and provide help for our children's dyslexia! What if you are a single parent who works at Crystal Sugar in Hillsboro with a work schedule that changes every 3 weeks from day shift to evening shift to night shift? What if you, as the parent, struggled with reading and retaining information in school, and did not have a good school experience? What if you are a two-parent household working full-time at low hourly wages? Think of what obstacles these parents face in initiating and advocating and securing support for their child with dyslexia!

Having mandated dyslexia screenings and Dyslexia Specialists in each school district of North Dakota would not only benefit the students with dyslexia, more children would experience success in reading and their overall school experience, all children could be strengthened in their reading ability, and, the teachers/resource teachers would be more empowered and better equipped to identify, support and work with all their students!

#5 AB 1461
2-6-19

My name is Katie Zabel, currently my son Reese is in 2nd grade at Centennial Elementary in Fargo, North Dakota. Reese has struggled from the get-go with reading. Dyslexia is so much more than reading for Reese, it's his perception of how things look/sound. He is a very bright and inquisitive boy and always wants to figure out how things work and learn about new things. He is a very hands on, visual learner. But when it comes to reading, he has found that because he can't figure it out, he would rather not have to do it.

When in Kindergarten he was always behind the others in his class, the teacher stated he will come around if I was willing to work with him over the summer. Which we did, going to the library, working on worksheets and reading every day. It was a struggle for him and he would get very frustrated at himself for not being able to do them as well as he thought he should.

First grade was heart breaking for both myself and Reese. This is when he lost confidence in himself. He wanted to stay home all the time, he fought to do anything school related and he fell way behind on his reading, even though we continued working at home on trying to strengthen his reading skills. Reese developed extreme anxiety when asked about school or how the day went at school. His demeanor was always sad or frustrated. The concerns were brought up countless times to the teacher and principal and I kept getting told, "He is a boy and he is one of the younger students in his grade." or "If we make it past Christmas kids usually have something just click." On various occasions I would ask for updates or check-in on Reese because I felt if it's a struggle at home, it must be a struggle at school as well. I was told that he is a very bright boy, he has a great attitude and is a hard worker. I knew all this and continually watched his reading and writing levels stay at the same level. Never getting better. Nothing was being done by the school because he wasn't having outbursts or 'showing' them any real reason to be concerned. I still addressed our concerns about what was going on at home; examples of my concerns were: Why spelling tests we so very hard for him? He would get maybe 1 or 2 words correct on the weekly test even though we had worked on them every day. How come, when reading to me, he can tell me this word but on the next line he cannot recognize it. Our daily life got to the point that asking Reese to pick out a book for me to read to him caused him so much anxiety he would break down uncontrollably. Towards the end of 1st grade I could see there is something within Reese that was bringing him down and he just didn't know how to relay those feelings to anyone. In May after signing him up for summer school I started digging for finding some support for Reese because school should not be as difficult as it was for him. Reese's 3 weeks in summer school solidified my concerns about his reading and realized I wasn't going to be getting the help from the school that I felt was needed to make

him successful in class. In August 2018, I asked had Reese assessed for dyslexia through Haley's Hope. They have been a life saver for Reese. When Kari was going through the preliminary results to touch base with me before we left, she could tell me that Reese is Dyslexic and has dysgraphia. I will never forget sitting in the room with Reese explaining to him that he does have dyslexia and what it was. I left the room with a different child, he was relieved to know that it was something that could be worked on and there was nothing "wrong" with him. He smiled and looked like the world had been lifted off his shoulders. Reese started 2nd grade knowing that he isn't stupid or slow and that his brain just processes things differently. For him that is all he needed to know to have a great start to school.

Reese continues to amaze me on his determination. The hardest part has been since finding out he has dyslexia is explaining to others what dyslexia actually is. It isn't the seeing things backwards and upside down. It's not spelling in reverse, it's so much more. I have told Reese over and over that dyslexia is not a horrible thing and that we as teachers and parents need to figure out how his brain is wired and work with him to help reading and writing be less difficult and to catch up to his classmates.

As far as my son's school is concerned, they have not been receptive to my concerns about getting him assessed for a reading disability. I asked at the beginning of first grade and was told to wait until Christmas break. I asked for him to get additional help with reading and was told that he was fine and that he would catch up.

I again asked at the beginning of second grade (before the start of classes) that he be assessed for a reading and writing disability and get an IEP in place, because of what I had learned from his assessment at Haley's Hope. They were very reluctant to move ahead with an IEP telling me that because students in the past have succeeded on a 504 plan with minimal to little interventions. He currently is on a 504 and getting help with reading, but the program they are using is in conflict with what he is being tutored on at Haley's Hope. He is using the skills he has gained from Haley's Hope and getting a better result than with the reading intervention program at school. I have asked a second time this year for him to be assessed and am still getting reluctance about proceeding with getting an IEP because the administration feels he can accomplish enough to get by on the 504 plan that is in place.

The main thing I am noticing is that since dyslexia isn't seen in the state of North Dakota as a Specified Learning Disability schools are not equipped to help those with the disorder. Students are lumped together has those that have a reading disorder and those who don't. Not all reading disorders are dyslexia and treating the dyslexic student the same as those with different disabilities is

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counterproductive and frustrating for a dyslexic student. If dyslexia could be identified and was understood by more educators I feel like more students who are falling through the cracks would be getting the help they so desperately need to be a successful student. I have been an advocate for my son since the beginning and will always be there to support him, not all children have that kind of support. Passing this bill is a win-win for students and the schools. The more a student feels part of the learning process and not someone who is on the outside looking in, the better student they will become. All aspects of learning need a strong foundation of reading and writing. Every subject requires reading and writing, getting help with this at an early age will make the student more receptive to learning in all subjects and in turn the schools mandatory test scores would most definitely improve.

In closing, I fully support HB#1461. It's a great start to understanding that every child does not learn the same and teaching the same way to all students doesn't always work. We need to treat every child as an individual. Let's make North Dakota a great place for kids to learn and be celebrated for their differences, not pushed aside.

Katie Zabel
2918 36th Ave S, Fargo, ND 58104
Katie.zabel@hotmail.com

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To Whom it May Concern,

Here is the experience we had with the school and our daughter's journey. I noticed that when Parker would read to me that she would miss words, add in words, write her letters backwards, and add letters to words. I did some research on dyslexia and thought maybe this is what Parker may have. This was around the time that school conferences were so I mentioned this to her teacher and also her reading teacher. Neither one of them thought she had dyslexia. They thought she just needed a little extra help reading. They both thought this was kind of typical of kids in this 2nd grade. We took Parker to Haley's Hope and had her tested. The results were that our daughter has severe dyslexia. We meet with Kari at Haley's Hope to see what would be the best plan to help Parker. She now sees a tutor at Haley's Hope twice a week. About a week after conferences her reading teacher emailed me and said she now sees the signs of dyslexia as she was watching Parker write a sentence. I emailed the school asking for a meeting to discuss any help they could offer for Parker since she was officially diagnosed with dyslexia. So by the time we all meet it was March/April. We meet with her teacher, reading teacher, school counselor, principal, and special ed teacher. We went over the Star testing Parker had taken and any other reading and writing samples she has done throughout the 2nd year. Everyone was in agreement that Parker needed some sort of help. We discussed doing an assessment on her to see if she would qualify for a 504 or IEP plan. By the time all the testing and observation would have been complete it would have been close to the end of the school year. So we decided to give Parker more one on one time with her teacher and reading teacher for the remainder of the year and to reevaluate Parker a few months into 3rd grade. We meet with her new teachers, reading teacher, school counselor, principal, and special ed teacher around mid-October of last year. We looked at some Star test scores from the current and previous school year. We were all in agreement that Parker needed extra help. So over the next 2 months they evaluated her in class, she talked to the school counselor, and also did an assessment with the special ed teacher. It was determined that Parker did not qualify for an IEP, but a 504. So we have in place that Parker get extended time for timed tests, preferential seating, modified directions, and more teacher checks, etc.

I was amazed when we started this that the teacher had not gone through any training on the signs of dyslexia. I wish there was more screening done on the students. We are lucky and discovered this while Parker was in 2nd grade, but what about those parents that don't discover it until their child is much older.

Thanks,

Wanda Terry

Parker Terry - 8 years old and in 3rd grade
Brooks Harbor Elementary, West Fargo, ND

RE: HB #1461

My son, Ryon, was diagnosed with dyslexia at the age of 9 while homeschooling in 3rd grade. He still struggles today after being through many treatment plans by age 17. You will have many letters to read from loving parents that have a mission to help their children read better, but have to hurdle the road stop of dyslexia which can slow reading and writing down for many at different levels.

I wish to make this simple in a sequential matter.

1. Ryon was diagnosed, after many concerns I had, through our local school district Richland 44. They prepared a remedial plan with an IEP, as I was not trained to help the brain overcome reading "stuck" points no matter how I tried. I felt I needed to rely on someone with a little more knowledge and training in this area, the local school system.
2. The public school changed the reading and writing program many times as he continued to get stuck.
3. Schooled 3rd grade again at home along with the public school reading class with an IEP.
4. Started an eye therapy program with an optometrist in Fargo for eye tracking.
5. Completed an at home brain exercise and writing program.
6. After 4 ½ years of public school reading classes, I chose for him to see a neuro phycologist. There were no other signs of anything other than dyslexia, but probably at a profound stage along with some ADD/ADHD issues.
 - She suggested occupational therapy and The Reading Center in Morehead, MN. I also searched out a different eye therapist for her recommendation. The optometrist felt occupational therapy should cover where she could, so we followed through with the occupational therapy. We chose then to stop the IEP and public instruction for reading.
7. Started occupational therapy at Beyond Boundaries and continued for over 3 years.
8. Pursued Reading Therapy Center for 2 hours a day for 9 months, as per their recommendation after an evaluation. BTW- a dyslexic cannot handle 2 hours of mental work at one sitting. The brain gets tired and absorbs very little after 45 minutes. I felt wasted money there and an exhausted son.
9. I looked for another avenue of help, so I reached out to Haley's Hope to help Ryon progress in reading. They did an evaluation and yes, we got to start another program.
10. Haley's Hope has done wonderful with my son and a great encouragement for the hope of reading well one day. They take time to work with him at his reading level with the right dyslexia reading program in place along with very well trained tutors. I just wish we had found them sooner.

As you can see, Ryon does struggle more than most "1 in 5 Dyslexics", but I feel Haley's Hope has given him the best path to be on for learning phonics and reading. They offer individualized teaching specifically for the dyslexic, more than the normal institutional learning style which focuses just on reading help. Dyslexia needs to be categorized differently and as its own disability rather than a reading problem/issue and the instructors for dyslexia need to be defined as such.

Please pass House Bill #1461 for the future of those that struggle as my son has. It has been a long road with thousands of dollars spent finding the right program. It would have been beneficial to have specific reading help for him, the dyslexic, in a streamlined direction starting in 3rd grade when he was diagnosed over 8 years ago.

Thank you,

Valerie Hutcherson,

Ryon Hutcherson,

Richland School District 44, Colfax, ND

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I have attached a Snapshot you could print off and read possibly.. it gives some insight into the severity of the NEED for this bill to pass!

Here is the post... I would like people to understand how important it is that Dyslexia is taught to every educator in the Public Schools and that Dyslexic children need to have a different curriculum implemented.

That Dyslexic children like my son was almost lost into the special education curriculum with no Dyslexic curriculum.... my son and the whole family have suffered with the repercussions of this Neurological disorder .. the memory loss, comprehension difficulties, math struggles, reading challenges and writing /spelling hardships. The depression , anxiety and financial hardship this Neurological disorder puts on a family is heartbreaking.



Tara Elizabeth shared a post — with **Amber Lockwood** and **3 others**. ...

Tuesday at 9:03 AM · 🌐

This.

Mikel was diagnosed 4 years ago with Dyslexia;
reading/writing/comprehension/math!

Then again 2 1/2 years later by a 2nd Neuropsychologist
with a definite Dyslexia in Reading/Writing/Comprehension/
Math.

***By not 1 now but 2 Neuropsychologists and 1 CEO of a
Dyslexia Coaching Center.***

.....

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Since 1st grade, we started the MTSS journey then on to the IEP.. labeled with LD in Math in Reading

Even with the diagnosis, Mikel was still just in regular special education services with other children who had LD in those areas NOT dyslexia ...

NOTHING DIFFERENT FOR THE DYSLEXIA Diagnosis ?

Like. How. Can. This. Not. Be. Recognized.

I listened and allowed who I thought new more then I did on my child's educational needs.

I have watched my son grow MORE AND MORE Frustrated with his school work and now his behavior is in question ?

The diagnosis was ignored and damage is done. Period.

Now they wonder why the refusals? shutdowns?
frustrations? behaviors?

I Pray the Public Schools will Open Up and Understand that they are NOT helping but hurting these MANY children in the school system... that they have this Neurological Disorder, and it is VERY prevalent in ALL schools! By ignoring this Disorder of Dyslexia they in turn are making school harder and harder for ALL students!

The NEEDED curriculum for Dyslexic children is not questionable IT IS NEEDED FOR A SUCCESSFUL EDUCATION FOR ALL CHILDREN!

Tara Lockwood
SPED Support Staff
Fargo Public Schools

~Never get tired of doing good for the
children with no voice~

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When Coridon started preschool at the age of 3.5, I began to notice subtle differences compared to his peers. Coridon couldn't recognize his name for check-in because it took him longer to learn how to recall letters, spell, and write his name. His teacher commented on how she couldn't understand him, so his speech was evaluated. He spent a year and half in speech therapy. Then at the age of 4.5, pre-K was more structured with lessons to be completed at their table spot, his behavioral issues became more apparent. Instead of wanting to sit and do the assignments, he acted out. Searching for help, I read mommy blogs, various parenting styles, and how to discipline a spirited child, but nothing seemed to help. The stricter I was, the more he rebelled. I would constantly ask myself, is this developmental, is this behavior normal, and can he even hear his teachers? Searching for the cause of his behavior, I even had his hearing evaluated, which came back normal. I kept an open dialogue with his teachers, trusting in their professional opinion.

The phone calls from school directors, teachers, and the office secretaries began in pre-K and continued through first grade. My son is bright, inquisitive, and enjoys conversation; yet, I would receive calls about his behavior, defiance, and being off-task. With each call, I grew more frustrated. The labels, such as "bad" or "naughty" quickly started in pre-K and continued through Kindergarten, and I could tell it affected his self-esteem because he began to believe those false labels. Each parent-teacher conference went the same as the one before, Coridon is bright, but he has trouble focusing, listening, and he is behind on letters, numbers, and the list went on. The only positive I would cling to is that every teacher always said how incredibly empathetic and helpful he was to his friends. He would be the first to console a friend. After his first parent-teacher conference in kindergarten, the achievement gap between Coridon and the majority of his peers was evident. He was behind on sight words, slow to recognize and recall letters and some numbers too. I spent thousands of dollars trying to get him caught up at Sylvan. We practiced daily using flashcards. We read the take-home books weekly. But reading became a dreaded battle, we argued and negotiated. Sight words were challenging because he would memorize the order of the words instead of learning how to recognize the spelled words. My son was simply not getting it!

I struggled for answers, I've read to him since he was an infant. I felt as if we were both sinking, me with parenting and him academically, and by the end of kindergarten, we were both exhausted. He continued tutoring four days per week through summer vacation. He made little to no progress. Coridon started first grade at a beginner kindergarten reading level, it broke my heart. I spent many nights crying and worrying about my son's psychological development, social development and academic achievement. Finally, a month into first grade, his teacher recommended that I take him to get tested at Inspiring Minds. She told me it would be an out-of-pocket expense, but it would be a game changer for him. She was very cautious to even mention the word "dyslexia" to me. I immediately contacted Inspiring Minds and the process felt like an eternity. We waited over a month for testing, another month for results, and then another month for tutoring to begin.

After 3.5 years of watching my son struggle, Coridon was diagnosed with dyslexia. Initially, I cried for 3 days and was angry that it took this long. I felt like kindergarten was a wasted year because he was being forced to learn to read using an inappropriate reading system that has been scientifically proven not to work for children with dyslexia. I felt like I failed my son. I felt his teachers and the school system failed him. As I learned about dyslexia, I realized that for 3.5 years, Coridon demonstrated classic early warning signs for a student at risk for dyslexia. If teachers were educated on dyslexia, perhaps Coridon's struggles would have been alleviated with early screening and identification. If reading was introduced to him using the Orton-Gillingham approach, how different would kindergarten have been for him? We cannot dispute the research, the evidence based interventions, and the federal law that recognizes dyslexia as a learning disability. We must look at what other states have accomplished and recognize this as an opportunity to do what is right for our children and educators in North Dakota by voting to pass House Bill-1461.

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Testimony
House Bill 1461
February 6th, 2019

Chairman Owens and committee members, my name is Natalie Van Valkenburg and I am a resident of Fargo, ND. I would like to thank you for the opportunity to speak in support of House Bill 1461. I believe, both as an educator and as a mother to a child with dyslexia, that this bill is essential in helping to meet the educational needs of all students with dyslexia in North Dakota.

I am the mother to an incredible, kind, and intelligent 9 year old son, William, who has dyslexia. I have my Bachelor's degree in Education, with a minor in Special Education, along with a Master of Science in Elementary Education. Prior to taking the opportunity to be at home with my children, I was a third grade teacher for 5 years. Throughout all of my schooling and experience as a teacher, I was not educated about dyslexia. I believed that it was a disorder in which students saw letters backwards-a common misconception many people still believe today. I did not know the warning signs to look out for or the specific way in which these children need to be taught in order to learn to read, spell and be successful in school. I was not aware that it affects 1 in 5 people, or that most with dyslexia are of average to above average intelligence. I went into my career without the knowledge base to effectively teach these students.

I can look back on my years as a third grade teacher, and now identify students I taught who exhibited signs of dyslexia. At the time, I didn't understand why they seemed to have such difficulty reading fluently and spelling correctly. As their parents came to me desperately looking for advice on how to help their children, I gave them a variety of strategies that I believed would be helpful, but which I now know were misguided and likely ineffective. Simply put, I didn't know what I didn't know. This is something that weighs heavy on my heart today. I regret that I was not prepared to teach these children in a research-based, multi-sensory, and systematic way that would have helped them to become confident and proficient readers and spellers.

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Throughout kindergarten, first, and second grade, my son, Will, exhibited reading difficulties. He was unable to recall letters and the associated sounds that they make, break words apart into sounds, or identify simple sight words. Spelling also presented great difficulty for him. My husband and I, along with Will's teachers, struggled to understand why Will was having these learning challenges. The legislation that this bill is introducing-professional development for all teachers relating to dyslexia, screening of all children for dyslexia by the end of second grade, and providing students who have dyslexia with appropriate services, could alleviate the confusion that my husband and I, along with countless other parents felt while struggling to help our children. House Bill 1461 will enable North Dakota families and teachers to meet the needs of children with dyslexia in the future.

As a parent and an educator, I knew that there was something different in how Will learned, and so I eventually researched the warning signs of dyslexia-of which William exhibited many. Getting him screened through Haley's Hope in Fargo and then officially diagnosed with dyslexia provided his father and I with a sense of direction in how we could help him learn to read and spell. Since his diagnosis in the middle of second grade, I have been tutoring Will at home in an Orton-Gillingham based program. A month before he was officially diagnosed, his MAP Reading score-which is a computer based standardized test that many school districts use to measure student progress and academic growth, was at the 26th percentile. After tutoring him for one year and teaching him to read in a way that works for those with dyslexia, his MAP Reading score was at the 92nd percentile. His tutoring and that trend continue today, as he is currently in fourth grade and scoring above grade level. However, the most important thing to his father and I is that Will now loves to read and has confidence in himself and his reading ability.

Will was lucky-he was diagnosed in second grade-before he was even aware of his learning differences. Because I have been a third grade teacher, I understand the educational shift that happens during the upper elementary years-students must make the transition from learning to read, to reading to learn. By that point, struggling readers

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begin to realize they are behind, and as a teacher, I witnessed first hand the damage that can create-the lack of confidence, the embarrassment, and the giving up on oneself. Early identification and remediation of dyslexia is instrumental in avoiding these issues.

House Bill 1461 is important to the future of education in North Dakota. It is important to families, to children, and to teachers alike. I believe this bill will help our top-notch educators achieve what they all work so hard to do-meet the educational needs of every child and ensure their success in school and in life. Imagine the impact it could make if the 1 in 5 students in our state who have dyslexia were identified early, and taught to read and spell with proven methods that work. This bill is necessary and I respectfully ask that you support it.

Thank you, Chairman Owens, and committee members, for your consideration and I would be happy to stand for any questions.

Natalie Van Valkenburg
2020 Rose Creek Blvd S
Fargo, ND 58104
701-729-4635

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Testimony to the

House Education Committee

Prepared February 1, 2019

By Ava Kane, 5th grade student

Regarding: HB 1461

Thank you Chairman Owens and Committee Members for the opportunity to speak to you about House Bill 1461.

My name is Ava Kane. I am a fifth grader at Liberty Elementary School. I was diagnosed with Dyslexia at the beginning of second grade. Reading and spelling was hard for me. I would often guess at words because I had a hard time sounding them out. It would take me a long time to read a book. I also found it hard to read out loud because I was unsure of the words.

I started going to Inspiring Minds for tutoring. My tutor, Pam, taught me spelling rules to help me remember the words and how to spell them correctly. Pam makes learning fun for me and I love how much better I am getting at reading. I can now read really well and am proud of how much my test scores have gone up. My reading fluency is still a challenge but it is getting better thanks to Pam and my teachers.

What I want you to know is that everyone is unique and we all learn differently. Dyslexia is a learning difference. Schools should be supporting kids like me in giving us the appropriate teaching we need at school. I go to tutoring twice a week. Some days I feel like my brain is fried. It would be so great to have the help I need in school so that I don't feel so tired.

Because of the help I have received, it has helped me to do great things. I really want you to pass this bill so that other kids can get the help they need. Everyone should have the chance to be successful in school and feel good about who they truly are.

Thank You

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Testimony to the

House Education Committee

Prepared February 1, 2019

By Rachelle Kane, Parent

Regarding: HB 1461

Thank you Chairman Owens and members of the committee. It is an honor to be here this morning and to have the opportunity to provide testimony on House Bill 1461. I would also like to thank Representative Strinden for sponsoring this bill.

My name is Rachelle Kane and I am a parent of a daughter with dyslexia. My daughter Ava is a perfect example of how important early screening and proper Orton-Gillingham instruction is to these students.

I began to see my daughter struggle with reading in the middle of first grade. I went to her teacher and she suggested we just work harder at sight words and increase our reading time. We did this but my daughter continued to struggle. I found a tutor that just happened to be OG trained. After a few weeks of working with my daughter, she had concerns and suggested we get Ava screened for Dyslexia. Knowing this was something that ran in my husband's family, we opted to do the full evaluation right away. In the fall of her second grade year, my daughter was found to be dyslexic.

The next part of our journey was to go to the school and seek help with some accommodations my daughter might need in the classroom. My first meeting was with the school intervention team. Some of the members on the team were not on board with what I was trying to do for my daughter. They tried to discredit the evaluation and information I was providing the team. This was a very tough meeting. The team told me they would have to "wait and see" and perhaps call another meeting in a few months if my daughter continued to struggle. Their approach was to let my daughter fall further behind and then help her. A few months later, her teacher began to see that she was indeed struggling to keep up and read at grade level. The team met for a second time and I was met with less resistance. The team seemed more understanding. My daughter had a 504 plan set up for her that day. Every year we now meet with the school staff at the beginning of the year and discuss my daughter's progress and any new concerns. I have been very lucky that the team at my daughter's school has been so wonderful. Many other children are not so lucky.

Every parent of a dyslexic child, in this room, has had to fight for appropriate education and accommodations for their child. This should not have to happen. Many parents feel overwhelmed and don't know what to do and are left feeling helpless when they are told there is nothing the school can do for their child. We have been told "dyslexia is not a real thing" and that our kids "aren't doing badly enough" to warrant any type of help in the school.

As of right now, the only tutoring available to a dyslexic child is through private tutoring. This has proven to be very effective but the financial burden on families can sometimes be too great. Extra

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tutoring can sometimes take away from the student's ability to participate in extracurricular activities and just feel like a normal kid. I think putting the tutoring in the schools would also help kids identify with kids just like them. This would increase their confidence and support a positive self-esteem.

My daughter will be heading off to middle school next fall. Again, I will find myself advocating for her and getting the appropriate learning accommodations she will need to be successful. I can only hope the school will be receptive to the information I provide. The one thing I am certain of is that Ava will be able to tackle anything that comes her way. Because we were able to identify her problem early, it has helped her become a very confident young lady. Dyslexia is a part of who she is and we embrace it.

I hope you understand how important House Bill 1461 is to the future of our children. We need to identify children with dyslexia early and offer the research based interventions that will help them be successful. Every child deserves an appropriate education. House Bill 1461 would help make this a reality.

Thank you for your time,

Rachelle Kane, Parent

rachellekane@hotmail.com

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Parent Testimony in Favor of House Bill 1461

Jamie Hauge

Thank you Chairman Owens and members of the committee. My name is Jamie Hauge and I am testifying in favor of House Bill 1461.

I am an adult with dyslexia, and have two sons who are also dyslexic. I want to share our story in hopes that no other individual with dyslexia will have to wait to fail in order to be helped.

- My Story

- Hayden and Grant's Stories
 - Neuropsych
 - Vision Therapy
 - Audiology
 - Trips to Fargo
 - IEP and school services
 - Now beginning tutoring for dyslexia after all of these years

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- Had they been screened in Kindergarten, we'd be over the hump by now

- Concerns for other families
 - Financial Means
 - How to Access Services

- Kindergarten Screening
 - They already do a Kindergarten screen, why not add dyslexia screening onto that? If concerns arise later for a student, do it again.

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Testimony of Nicole Leininger

Sixty-sixth Legislative Assembly of North Dakota

Testimony for the Legislative Assembly of North Dakota for House Bill 1461

Thank you, Chairman Owens and members of the committee. My name is Nicole Leininger I am more than happy to testify in support of House Bill 1461. It is my hope that through my testimony and the testimonies of others who are here to share their stories and expertise the committee will understand that dyslexia is unlike any other learning disability and with the appropriate interventions a dyslexic student can have the most profound improvement in spelling, reading and writing. In turn, these interventions will raise self-esteem, confidence and provide a dyslexic student with a bright outlook to his future. I can say this with certainty because I have experienced this amazing transformation with my own son. My youngest son graduated from Century High School in 2018, I have no reason to be here except I don't want any other student to go through what he did. Through my testimony, I will describe what school was like for an undiagnosed dyslexic child and the life altering outcomes that could be prevented if we screened students for dyslexia and had resources for our teachers when the obvious signs of dyslexia surface.

I feel our son had very caring teachers, from Kindergarten through 2nd grade each of his teachers made a point to inform us of his difficulties with learning his letters, the sounds of the letters and memorizing sight words. His 2nd grade teacher took the time to write an in-depth letter stressing her concerns with his speed of reading. He was reading 32 words/minute at a stage he should have been reading 55 words/minute. I would personally spend time helping him every night. It always amazed me that the words he spelled correctly at home the night before a spelling test were the same ones he spelt wrong on the test. He would often spell words without vowels. I remember routinely asking him, "does that even look like a word?" He would often use capital B and D in the middle of words or use small b and d incorrectly. He had no rhyme or reason to which words in a sentence he would capitalize. Listening to him read was, to be honest, painful. He would often replace a difficult word with a simpler one that began with the same letter. For example, turtle would be read as tank.

Due to his misunderstood challenges and the large class sizes, we transferred him to a small private school with hopes he would "catch up" to students his same age. His math and science skills were far superior to anyone his age, but anything related to spelling, writing and reading was a struggle.

About two months into his first year at his new school his 3rd grade teacher suggested we have him tested for ADHD. Her reasoning for the testing was, "~~XXXXXXXXXX~~"

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is a bright boy but is having difficulty reading/decoding words and in written expression." Think through that...Difficulty reading/decoding words and in written expression, what part of that sounds like Attention Deficit Hyperactivity Disorder?! In 2008, this caring and concerned teacher knew something wasn't quite right, his problems with spelling, reading and written expression didn't match his intelligence level seen in all other areas, yet there was no other options for help. I was glad that she cared enough about my son to suggest testing and we felt it was worth a try since we were aware that these have been ongoing issues. His testing showed "mild ADHD". When I inquired about his poor spelling results, I was told that spelling was not a disability. At the time I told the testing committee that I didn't want him labeled with a disability but I was concerned that his spelling was so horrendous it had to affect his writing, reading and reading comprehension if nothing else. There were no suggestions offered except to spend more time on spelling words. He was put on medication for his ADHD diagnosis. His grades did improve so we felt we were headed in the right direction at least. I have always been a "hands on" mother and have respected his teachers and appreciated their insight on my son since they were with him seven hours a day. But, knowing what I know now, I would do anything to go back in time. A wrong diagnosis is worse than no diagnosis and his ADHD diagnosis proved to nearly be a disastrous one.

Fast forward to 9th grade. His grades began to drop; within a month into the school year he was failing Spanish miserably. He was no longer the outgoing, happy go lucky kid he used to be. Concerned, we started doctoring with the thought that maybe his medication wasn't as effective due to puberty. He was put on multiple different meds, all which made him sick in one way or another. We even doctored at the Mayo Clinic in Rochester hoping the doctors there could provide some insight; we came home empty handed. Eventually he was withdrawn from Spanish and placed in CTRE, a tutor-centered study hall. He took himself off his medication; he was fed up with the way it made him feel depressed and he was struggling academically on them so why take them. My son, who was an extremely intelligent kid, was spiraling downwards. The same kid who built, programmed and flew drones via FPV goggles (first person view), made a hydrogen generator for a class project and assembled his own computer, couldn't get acceptable grades in many of his classes. With my son's permission, I made contact with his counselor and all of his teachers. I let them know the struggles he was going through and asked if there was any extra credit he could complete or if he could be given a second chance to turn in missed assignments. I asked if any of them had any suggestions, I offered to purchase study materials or extra resources that I would donate to the school for others to use. Some of his teachers were very kind and understanding, others felt I was an over protective mother making excuses for my kid. A couple suggested he just needed to apply himself and try harder. None of them had any helpful suggestions. I was truly at my wits end. I couldn't put my finger on it, but I wasn't going to let my kid feel like a failure or think he wasn't smart. His self-esteem at this point was so far gone; I didn't know what his future would hold.

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Near the beginning of my son's sophomore year his counselor spoke to him about various two-year programs and kindly expressed the fact that college isn't for everyone. What his counselor didn't know at the time is that my son has wanted to be a pilot since he was six years old. To add insult to injury, six months after he quit his ADHD medication he learned that the medication he was on was considered a "no fly" medication. This meant that simply because he was once on the medication the FAA would not allow him to obtain his 1st Class Airmen Medical Card, without completing a long list of requirements. Even after completing the requirements, issuance is not a guarantee. A 1st class medical card is required for anyone who plans to become an Airline Transport Pilot (ATP). It was just one more punch in the gut for a kid who was already barely hanging on.

I spent hours researching without any idea of what I was really looking for. I just knew there had to be a piece of the puzzle I was missing. I knew how much my kid cared about his grades and his intelligence level. At this point he felt as if his teachers looked down on him. He floundered and simply accepted his poor grades as being the best he could do. I felt helpless, I felt like a failure, it was so disheartening to watch my son continue to become an introvert and lose the excitement for the world around him that he once had. A very unexpected phone call from a good friend from Minnesota was the beginning to an amazing life-changing turn around. She had just had her daughter screened for dyslexia. I asked a million questions and asked if I could read the reports from the screener once she had them. I felt confident that I had finally found the missing piece to the puzzle! I asked everyone I knew if they were aware of anyone who could screen for dyslexia in Bismarck. All responded with the same blank stare. By the grace of God, an internet search brought up Alysia Budd with Inspiring Minds Center. Within a week his screening was scheduled and shortly after that his results proved that all his academic struggles had most likely been due to him being dyslexic. His kindergarten through 2nd grade teachers concerns about letters and their sounds and sight words - all signs of dyslexia. His 2nd grade teachers concern of his slow reading - dyslexia! His 3rd grade teachers concerns with reading/decoding words and written expression - dyslexia! Horrendously failing Spanish as a freshman - classic sign of dyslexia! A dyslexic student struggles with English, there's no chance he can succeed with a foreign language. Most recently and I quote, "it was noted that the student had a couple of "b/d" letter reversals within his writing, as well as printed capital and lower-case letters, used interchangeably, not necessarily appropriately". All which are significant signs of dyslexia! This most recent statement came from the examiner of the KTEA-3, otherwise known as The Kaufman Test of Educational Achievement, an assessment tool used by Bismarck Public School System to determine if a student qualifies for special education services. This assessment tool was completed at the end of my son's sophomore year, just prior to us meeting to develop his 504 plan. All of the these signs of dyslexia have followed him his entire academic career, yet not one teacher has suggested he showed signs of dyslexia or even questioned that he may have a learning disability. I have attached the actual KTEA-3 assessment tool report so that you can see that a typical dyslexic student does not register as needing special

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education services, but they do require dyslexic specific services as evidenced by the examiners report.

I brought my son's dyslexia screening report from Inspiring Minds Center to the school and I was told that without a diagnosis there was not much they could do. It was suggested by them that we develop a 504 plan based on his ADHD diagnosis. I explained that his dyslexia screening pretty much proved that his ADHD was an incorrect diagnosis. But, with no other options to obtain some kind of help, we agreed to use the ADHD diagnosis as a reason for a 504 plan. While sitting in the planning meeting, it was very obvious how little the school system understood dyslexia. One of the team members in place to help my son asked if he knew how to use a computer. She went on to ask if he would be able to make the corrections necessary to a paper if someone wrote them in. She was confident that if he did that he would learn how to make his own corrections eventually. A dyslexic person can copy anything, what they don't understand is "why". Why is the comma where it is? Why is a period where it is? Why is phone not spelt f-o-n-e? Also, for someone like my son, taking notes while listening is nearly impossible, so it was suggested by Alysia that he be given printed off notes at the beginning of class so that he could add to the notes while mainly focusing on what the teacher was lecturing about. The schools answer to that was my son must ask for printed notes so that he learns to be his own advocate. My kid had already been through hell; he tried asking, and not one teacher had notes ready to give him. He was welcomed to get them after class- this totally defeated the purpose of printed-off notes. The school suggested he be placed in the front of the class to help with distractions (keep in mind his 504 plan was designed using his incorrect ADHD diagnosis). Distractions weren't an issue of his, having teachers quickly announce an assignment and when it was due as the bell rang was an issue. Part of his 504 plan was to receive printed assignments with due dates. This didn't happen either. I am not saying he had bad teachers, many of them were very kind to him and once the 504 plan was in place several would ask him how things were going and if he had any questions. It brought tears to my eyes the day he told me that, "if nothing else changes, I have realized that my teachers really do care about me." What the teachers and the school don't understand is what dyslexia looks like, or how to help a dyslexic student, or the challenges that a dyslexic student faces everyday. Especially, one who is almost 17 and is just learning about his own new reality. Thankfully, just knowing there was a reason for his academic struggles was enough to begin to see positive changes in my son.

He began Orton-Gillingham based tutoring with Alysia Budd at the Inspiring Minds Center, twice a week for an hour each time in June of 2016. I was slowly getting my son back. I will never forget when I received this text from him, "I love you too". It was the first time every word was spelt correctly. As his tutoring progressed he was showing signs of confidence in his abilities again and even though he would never say it, I could tell he was proud of himself. His grades went from C's and D's to A's and B's his senior year. I have attached a copy of his grades so that you can see the dramatic improvement that can occur with appropriate dyslexia specific tutoring. I have also included a progress report, which was

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completed just seven months into his tutoring. The improvements are nothing short of a miracle. He tutored with Alysia for almost 2 years and I know today he would not hesitate to call her for advice or help from a distance. Approximately nine months after he began tutoring, he began the process put forth by the FAA to obtain his 1st Class Airmen Medical Certificate. He spent two full days testing with a neuropsychiatrist so he could prove to the FAA that he is cognitively and psychologically fit and he possesses the executive functioning skills necessary to safely pilot a plane full of passengers. He was required to take a 7-panel drug test to prove his skills were assessed without any medications or drugs of any kind. Through his testing he learned his IQ is well above average at 114 and many of the multi-task based skills he scored as high or higher than Regional Commercial Pilots. On top of all of this, the Psychiatrist stated in his report to the FAA that my son did not possess the characteristics or testing patterns indicative of ADHD, and any scores that were "lower than expected" were all in areas that would correlate with dyslexia. I am thrilled to announce he received his 1st Class Airmen Medical Card on April 10, 2017. I do believe everything happens for a reason, and although the level of stress he endured those two days of testing was more than a 17 year old should ever have to experience, the confidence and knowledge he gained through the process made it all worth it. Two months later he made his first solo flight.

The final hurdle my son had to tackle was getting accepted into UND. Due to his significant academic challenges; even though he received a 24 on his ACT, his cumulative GPA was not good enough to be accepted to the University of North Dakota. He had missed the minimum 2.75 GPA needed by less than 2/10th. His application was automatically kicked out. Once again he was at risk of his future plans of becoming a commercial pilot never becoming reality. After all he had gone through and all he had accomplished, this hurdle was not going to stop us. As a family, we met with the Dean of Admissions and my son had to explain why his grades were not the greatest and what he was doing to improve them. It was not easy for a senior in high school to admit he had a learning disability and that he had been receiving specialize tutoring, and due to the vast improvements he had already experienced he could say with confidence that he expected his grades to continue to improve. I am very proud to say my son earned the best grades of his life his final semester of high school, he earned his Private Pilots License a week after high school graduation and he most recently finished his first semester at UND with a 3.8 GPA. The same student who struggled to pass the easiest of high school classes, is now successfully double majoring in Commercial Aviation and Unmanned Aircraft Systems thanks to Alysia Budd and her amazing ability to connect with and properly tutor dyslexic students.

What my son went through is not okay. What other students like him are going through everyday is not okay. Through my testimony, I hope I have proven that the signs of dyslexia shine like beacons. They don't improve with repetition. They don't "go away" nor does a young student simply "outgrow them". Reading out loud to classmates will never make a dyslexic student a fluent reader. But it will cause anxiety, low self-esteem and in some, behavioral issues as a way to avoid his

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or her turn. Dyslexia specific tutoring taught by a trained professional is the only way a dyslexic student can begin to grow and flourish academically. Good teachers can easily sense there is something not quite right, but without the training or resources they are left with little they can offer for help. There is no reason any student should suffer the way my son did. I am so thankful that our situation turned out positive, but I know how easily it could have had a totally different outcome. I am here because my son nearly had his lifelong aspirations taken away from him and it wasn't due to any poor choices he made or his lack of want and effort, it was simply because no one understood what he was dealing with. I was never going to give up on him. We were so fortunate that we found Alysia, but the students who don't find their Alysia's deserve the same chance to experience success. The profound changes experienced by my son both academically and personally, through his dyslexia specific tutoring from Alysia Budd at Inspiring Minds Center, is why I feel so strongly about House Bill 1461. Simply screening and offering appropriate dyslexia tutoring in our schools would make a world of difference to dyslexic students. Who knows how many dreams have already been ruined and futures wasted due to dyslexia not being discovered and remedied soon enough. It's time for North Dakota schools to step up and recognize this significant need.

Thank you for your time and please feel free to ask any questions.

KTEA™-3

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KTEA™ -3
Kaufman Test of Educational Achievement, Third Edition
Standard Report
Alan S. Kaufman, PhD, & Nadeen L. Kaufman, EdD

Name:	[REDACTED]	Test Date:	05/25/2016
Examinee ID:	[REDACTED]	Form:	B
Birth Date:	06/15/1999	Examiner Name:	[REDACTED]
Age:	16:11	Testing Site:	CHS
Gender:	Male	Current Grade (or Highest Grade Completed):	10
Reason for Referral:	Learning problems	Medication:	



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TRADE SECRET INFORMATION

Not for release under HIPAA or other data disclosure laws that exempt trade secrets from disclosure.

[1.2 / RE1 / QG1]

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Supplemental Composite Score Summary Table

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	90% Confidence Interval	Percentile Rank	Descriptive Category	Age Equivalent	GSV
Supplemental Composites								
Sound-Symbol Composite								
Phonological Processing	-	-	-	-	-	-	-	-
Nonsense Word Decoding	-	-	-	-	-	-	-	-
Decoding Composite								
Letter & Word Recognition	82	-	99	94 - 104	47	Average	16:3	564
Nonsense Word Decoding	-	-	-	-	-	-	-	-
Reading Fluency Composite								
Silent Reading Fluency	-	-	-	-	-	-	-	-
Word Recognition Fluency	-	-	-	-	-	-	-	-
Decoding Fluency	-	-	-	-	-	-	-	-
Reading Understanding Composite								
Reading Comprehension	20 ¹	-	120	112 - 128	91	Above average	>19:6	571
Reading Vocabulary	-	-	-	-	-	-	-	-
Oral Language Composite								
Associational Fluency	-	-	-	-	-	-	-	-
Listening Comprehension	-	-	-	-	-	-	-	-
Oral Expression	-	-	-	-	-	-	-	-
Oral Fluency Composite								
Associational Fluency	-	-	-	-	-	-	-	-
Object Naming Facility	-	-	-	-	-	-	-	-
Comprehension Composite								
Reading Comprehension	20 ¹	-	120	112 - 128	91	Above average	>19:6	571
Listening Comprehension	-	-	-	-	-	-	-	-
Expression Composite								
Written Expression	46 ¹	-	96	85 - 107	39	Average	13:10	512
Oral Expression	-	-	-	-	-	-	-	-
Orthographic Processing Composite								
Spelling	52	-	91	85 - 97	27	Average	12:6	541
Letter Naming Facility	-	-	-	-	-	-	-	-
Word Recognition Fluency	-	-	-	-	-	-	-	-
Academic Fluency Composite								
Writing Fluency	-	-	-	-	-	-	-	-
Math Fluency	-	-	-	-	-	-	-	-
Decoding Fluency	-	-	-	-	-	-	-	-

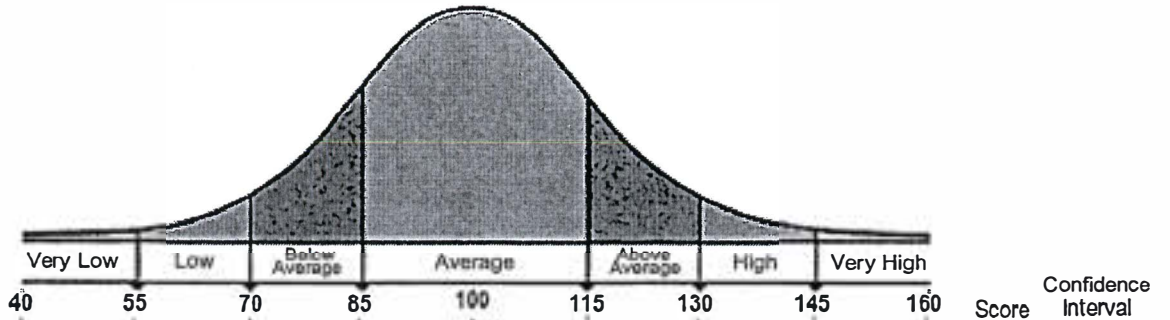
¹ Indicates a raw score that is converted to a weighted raw score (not shown).

² Indicates that a raw score is based on a below grade level item set.

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Supplemental Composite Score Summary Profile



	Very Low	Low	Below Average	Average	Above Average	High	Very High	Score	Confidence Interval
Sound-Symbol Composite									
Phonological Processing									
Nonsense Word Decoding									
Decoding Composite									
Letter & Word Recognition				◆				99	94 - 104
Nonsense Word Decoding									
Reading Fluency Composite									
Silent Reading Fluency									
Word Recognition Fluency									
Decoding Fluency									
Reading Understanding Composite									
Reading Comprehension					◆			120	112 - 128
Reading Vocabulary									
Oral Language Composite									
Associational Fluency									
Listening Comprehension									
Oral Expression									

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██████ was administered the Kaufman Test of Educational Achievement, Third Edition (KTEA-3) over two days in May 2016. The KTEA-3 is a reliable and valid assessment tool approved by the Special Education Department of the Bismarck Public School System. ██████ academic skills were assessed in the areas of reading and written expression. ██████ was cooperative and engaged in the various tests. He appeared to put forth his best effort and did not appear to exhibit any anxiety at any point during the testing. The KTEA-3 was scored based on Isaac's chronological age at the time of testing which was 16 years, 11 months. These results appear to be a valid reflection of ██████ current academic achievement. Standard scores (SS) have an average range of 85-115, with anything below 85 being in the Below Average range. The Above Average range consists of standard scores from 115-130.

Reading:

The subtest standard scores of 120 on *Reading Comprehension* and 99 on *Letter-Word Recognition* indicate that ██████ comprehension skills are in the Above Average range and his basic reading (sounding out) words in isolation skills are in the Average Range. Together, these scores reflect an overall *Reading Composite score of 110*, within the (high) Average Range. When analyzing ██████ errors in comprehension, though they were few, they were with the inferential, narrative, and expository question answers. ██████ achieved one-hundred percent accuracy on his answers for the literal-type questions.

Written Language:

██████ standard score on the subtest of *Written Expression* was a 96. This test assessed various "categories" including sentence structure, word form, capitalization, and punctuation. ██████ errors were more significant in the areas of capitalization and punctuation. His standard score indicates that his performance ability falls at the high end of the Average range. The results of ██████ *Spelling subtest indicated a standard score of 91/Average range*. The *Written Language Composite standard score of 92* was also within the Average Range. It was noted that ██████ had a couple of "b/d" letter-reversals within his writing, as well as printed capital and lower-case letters, used interchangeably, not necessarily appropriately.

Overall, the results on the KTEA-3 indicate that ██████ achievement abilities in reading and writing are well within the Average range. His lowest SS was in the area of spelling and his highest SS was in the area of reading comprehension.

<u>Composite/Subtest</u>	<u>Standard Scores</u>	<u>Percentile Rank</u>
Reading Comprehension Subtest	120	91
Letter-Word Recognition Subtest	99	47
Reading Composite	110	75
Written Expression Subtest	96	39
Spelling Subtest	91	27
Written Language Composite	92	30

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CENTURY HIGH SCHOOL TRANSCRIPT

1000 E. Century Ave.
Bismarck, ND 58503
(701) 323-4900

Accredited: North Central Association
08-001-1465

COURSE NAME	Semester 1	Semester 2	Summer 1	Summer 2	
17-18 Century High School					
AP Computer Science	B- 0.500	A 0.500			
AP Psychology	A 0.500	B+ 0.500			
CTE-CTRE Serv Lrn	A+ 0.500	A 0.500			
Economics		A- 0.500			
English 12	B- 0.500	B 0.500			
Government	B 0.500				
PE 12		A 0.500			
16-17 Century High School					
Chemistry	B- 0.500	C 0.500			
CTE-CTRE Serv Lrn	A- 0.500	A- 0.500			
English 11/US History	B- 0.500	C+ 0.500			
PE 11		A 0.500			
Pre-Calculus	C 0.500	D 0.500			
Psychology	B 0.500				
US History/English 11	B- 0.500	C+ 0.500			
15-16 Century High School					
Algebra II	D 0.500	C 0.500	<i>Began tutoring June 2016</i>		
Biology	C 0.500	C 0.500			
Computer Prog I	D 0.500				
CTE Resource Education	B 0.500	B 0.500			
English 10	C 0.500	C 0.500			
Marketing	B 0.500				
Marketing		C 0.500			
PE 10		B 0.500			
14-15 Century High School					
CTE Resource Education	C 0.500	C 0.500			
English 9	D 0.500	D 0.500			
Foundations of Technology Block	C 1.000				
Geometry	C 0.500	C 0.500			
Global Studies	C 0.500	B 0.500			
PE 9		B 0.500			
Personal Finance		D 0.500			
Physical Science	D 0.500	C 0.500			
Spanish I	W 0.000				
13-14 Horizon Middle School					
Algebra I	B 0.500	B 0.500			

Enrollment Date: 08/24/2017
Exit Date: 05/25/2018
Weighted GPA: 2.6275
Un-Weighted GPA: 2.5490
Total Credits Earned: 25.500
Weighted Class Rank: 234 out of 295
Un-Weighted Class Rank: 243 out of 295
Graduation Date: May 27, 201
Civics Test Passed: 05/02/201



GRADING SYSTEM

A = Superior
B = Above Average
C = Average
D = Below Average
F = Failing
S = Satisfactory
U = Unsatisfactory
FC = Failure Due to Credit Lo:
WF = Withdrawal Fail
WP = Withdrawal Pass
W = Withdrawal
* = Modified Curriculum
^ = Modified Grade Scale

TEST SCORES ON BACK



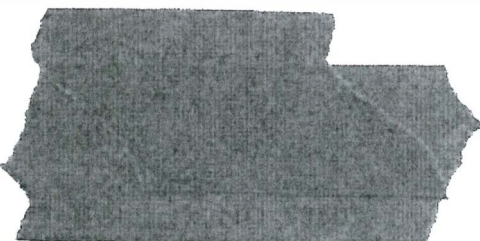
Inspiring Minds

Center for Dyslexia and Literacy

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Confidential Literacy Progress Report

Name:
School:
Parents:
Address:



Date: 01/24/2017
DOB: 6/15/99
Age: 17.7
Grade: 11th

Background:

[REDACTED] is a 17 year old male who is in the 11th grade at Century High School in Bismarck, ND. He is active in hockey as well as with hobbies such as building and designing drones, computers, and has an overall interest in aviation.

[REDACTED] began tutoring at Inspiring Minds in June of 2016 following a dyslexia screen he received in April of 2016 which identified [REDACTED] as fitting the profile for dyslexia. He has been receiving Orton-Gillingham based structured literacy instruction at a frequency of 2x/week for 1 hour sessions.

Progress:

[REDACTED] has made excellent, consistent progress with tutoring. Interventions have been Orton-Gillingham based as recommended by the International Dyslexia Association. Sessions have focused on remediation of phonemic awareness, symbol-sound/sound-symbol associations, and simultaneous multisensory instruction of reading and spelling. In addition, [REDACTED] has been working on skills of written expression.

Throughout tutoring, [REDACTED] has displayed a remarkable commitment to his own learning. He arrives on time and comes prepared with any materials he may need specific to his schoolwork. He has been willing to come to tutoring sessions on days that he is off of school, and has attended extra sessions in order to work on writing assignments for his English class at school. [REDACTED] has also consistently displayed excellent attention and focus during each session that he has attended.

In order to assess [REDACTED] progress, the Word Identification and Spelling Test (WIST) was administered. This assessment was also administered at the beginning of tutoring in June; therefore, results of both assessments have been reported in order to show [REDACTED] progress.

The WIST is a norm-referenced tool that assesses a student's basic literacy skills in three subtests areas which include: word identification, spelling, and sound-symbol knowledge.

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Results of the Word Identification and Spelling Test (WIST) for [REDACTED] are as follows:

Subtest/Composite	Results on 06-15-2016			Results on 01-12-2017		
	Raw Score	Percentile Rank	Standard Score	Raw Score	Percentile Rank	Standard Score
Read Regular Words	87	-	-	98	-	-
Read Irregular Words	30	-	-	30	-	-
WORD IDENTIFICATION	117	21%	88	128	63%	105
Spell Regular Words	57	-	-	75	-	-
Spell Irregular Words	27	-	-	27	-	-
SPELLING	84	14%	84	102	37%	95
FUNDAMENTAL LITERACY ABILITY INDEX	201	14%	84	230	45%	98
Pseudo Words	32	-	-	48	-	-
Letter Sounds	52	-	-	87	-	-
SOUND-SYMBOL KNOWLEDGE	84	1%	65	135	73%	109

According to the results of the WIST, [REDACTED] has made excellent gains since beginning tutoring 7 months ago. His skills for decoding (reading) and encoding (spelling) are now within the average range. [REDACTED] made an enormous jump from the 1st percentile at the time of beginning intervention to the 73rd percentile at the current time.

[REDACTED] continues to work to apply the new strategies and skills he has learned, particularly with spelling and written expression, but also when decoding multisyllabic words that are not familiar to him. [REDACTED] has an excellent visual memory which appears to have allowed him to memorize words. He also has an expansive vocabulary which aides him in comprehension of a variety of texts and genres.

Continued areas of weakness for [REDACTED] include: spelling and applying suffix rules, r-controlled syllables, vowel-team syllables, decoding unknown multisyllabic words, and organization, syntax and semantics for written expression. These identified areas are precisely where [REDACTED] is about to begin within the systematic scope and sequence of instruction; therefore, it is apparent that explicit, systematic, multisensory instruction is highly effective for [REDACTED].

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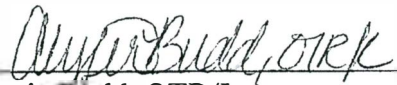
Recommendations:

██████ is a bright student who has been actively engaged in tutoring while being able to retain what he has been taught from one session to another.

It is recommended that ██████ continue tutoring at a frequency of 2x/week in order to continue to increase his independence and success with all future academic and career ambitions. This approach to teaching is clearly working for ██████, but further instruction to ensure generalization of skills and automaticity is highly recommended.

Tutoring sessions should continue to follow the Orton-Gillingham scope and sequence while being diagnostic and prescriptive to ██████ individual needs. Tutoring should also continue to work on skills needed for successful written expression as this is an identified need for ██████

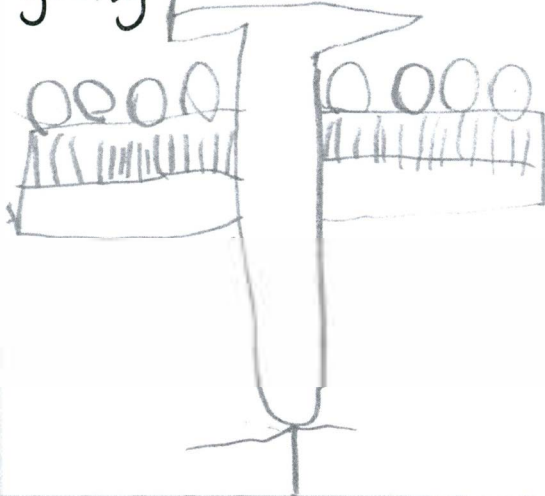
It is a pleasure to work with and teach ██████. If there are any questions regarding this report, please feel free to contact me at (701) 204-7100.



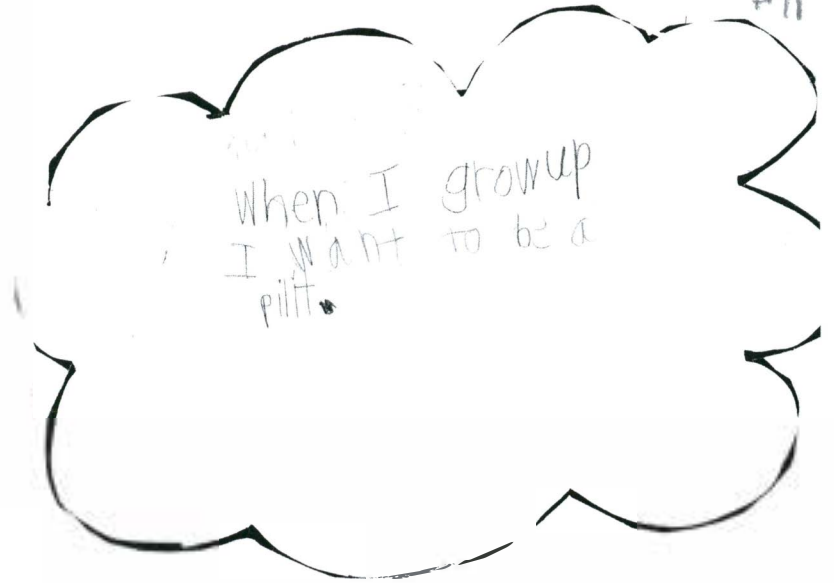
Alysia Budd, OTR/L
Dyslexia Consultant and Screener
Certified Handwriting Specialist
Certified Barton Tutor

————— Certified in —————
 **Barton**
Reading & Spelling System®

When I get bigger, I am going to be a:



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1st Grade



Kindergarten



Private Pilot License -1 month after High School Graduation

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Good Morning members of the Education Committee. My name is Jennifer Dockter. I'm here to show my support for HB 1461 relating to Dyslexia screenings and training to teachers and staff.

Can you imagine having a young child who cries nightly because she says she feels stupid and wishes she was smarter and doesn't understand why her brain doesn't learn like all her classmates? I don't need to imagine this; I lived this for over 2 years with my daughter who wanted to love school but at the same time hated school because it was so hard. As a parent, there is nothing harder than wanting to make things easier for your child but not knowing how. When everything that is tried to aide in the learning process leads to more tears and frustration and nothing seems to work, it takes a toll on everyone in the family. Until you go through it, it doesn't hit home on how important this bill is.

I began to question in her kindergarten and 1st grade year if she was Dyslexic to the professionals at her school and was told no and continually told she will catch up. I knew very little of Dyslexia at the time with no known family history and believed what I was told by the school professionals to be true. After being encouraged by an Occupational Therapist, who had been studying and learning more of the signs of Dyslexia, I took my daughter to a screening at Inspiring Minds. On that day in September, we were finally given an answer as to why she struggled the way she did daily in school, why simple sight words such as WAS, THE, IT couldn't be put to memory, and why the effects of school led to tears most nights; she was identified as having severe Dyslexia. That day added a piece to the puzzle of who my daughter is, but also left me with so many questions as to what had been missed in the last two years of school. I question that if the teachers had the proper training in Dyslexia, where would she be now. I then started to learn that North Dakota didn't have laws in place to identify Dyslexia within the public school system. My now 9 year old daughter was diagnosed with Dyslexia in September of 2017 at the age of 8 and since that time has been attending tutoring two hours a week in the evenings at Inspiring Minds in Bismarck. It requires a lot of her mentally to attend school for a full day and then give her best at tutoring in the evenings. My daughter is fortunate though that we have accessibility to Inspiring Minds locally. However, with only a few facilities in the state that are trained in the Orton-Gillingham method of training that leaves a lot of students behind. A screening, as is presented in this bill, would help identify at a much earlier age any warning signs and to get the proper help a child needs at an earlier age. Dyslexia is more common than most believe impacting up to 20% of the population. However, with proper training and instruction, these students can thrive when taught in the way that their brain processes language skills.

My daughter understands she is Dyslexic and why she has to work that much harder. With her Dyslexia though she is extremely creative, an outside the box thinker, intuitive, imaginative, and artistic. She strives to be a reader and has hopes of one day becoming an elementary education teacher. I hope to see that happen as she would make an outstanding teacher. With her consistent tutoring, she has progressed in ways I never dreamed possible; she is becoming more confident and learning to trust in her own abilities. Tutoring and understanding her Dyslexia is opening her view of the world from what was once a foreign language to seeing the world around her in a way that she can understand. Imagine being able to read and understand things written around you for the first time! It's quite remarkable to witness where she is today. She is less frustrated, the resistance to read is less, and her school days are becoming less mentally draining and exhausting. What we see instead is her self-esteem is growing, she is finally putting trust in herself and her abilities, and she is finding joy in reading. I witnessed her reading a Dr.

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Seuss book the other night with her tutor, with a fluency that is solely the work of the proper training and learning that she is receiving at Inspiring Minds. I also heard giggles emerge from her as she read; the words are taking on a meaning and finally not just being words to read. The training to teachers and staff that is presented in this bill would only help and allow my daughter and others like her to grow and reach higher goals by learning consistently at both Inspiring Minds and her public school.

Early intervention is so critical in so many areas of childhood development, Dyslexia should be no different. Please help to make Dyslexia accommodations be as common as speech, occupational or physical therapy to help kids with Dyslexia soar as high as their peers. I encourage you to vote yes on this bill and help our next generation of students become our future leaders.

Thank you for your time and I'll stand for any questions.

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Good morning, Chairman Owens, and members of the Education Committee. My name is Ruth Bergstrom. I am a licensed K-6 elementary teacher and the mother of a son with dyslexia. I have taught kindergarten, first grade, and second grade in the Twin Cities; Willmar, MN; Dassel-Cokato, MN; and Columbia, MO. My husband is a medical doctor. We have five children. Our youngest child, Leif, who has dyslexia is currently a ninth grader in the West Fargo School District.

***Leif's History**

Comorbid Condition- High Functioning Autism and Dyslexia

IEP prior to Kindergarten

Speech and Language Therapy Private and Public

Preschool for Two Years

Paraprofessional Support

***Journey of Diagnosis**

Long Timeline with various professionals involved - Parents, Pediatrician, Fargo

Psychologists, Mayo Medical Doctors and Psychologists

***Avoidance to Effectively Meet Leif's needs with Dyslexia**

IEP Meetings

*** Mental Health**

Low Self Esteem

Statistics - suicide, prison percentage, addictions, etc.

***Professional Development**

Teacher Training

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Thank you for your consideration. I would be happy to stand for any questions.

Respectfully,

Ruth Bergstrom

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The Tale of Two Children

My name is Krysta Erovick and I have two children, Casey 13 and Stausley 10. Casey is currently a 7th grader at Ben Franklin Middle School, is on an IEP and has an adjusted class schedule with accommodations. Stausley is currently a 5th grader at Harwood Elementary and is entirely main streamed, with no IEP and no accommodations anymore. Casey dreads reading and must have his books on audio, Stausley on the other hand loves to read and has even been in a book club. Children are all unique in their own ways, but both of my children have Dyslexia. Both have gone through private testing, private tutoring, private speech, and Haley's Hope.

Early detection makes all the difference in the world when it comes to Dyslexia. Casey was in speech and early child hood special education preschool at the age of 4. We thought at the time he was just speech delayed. In a matter of 9 months he made up over 18 months of progress, so he was dismissed from his IEP. A year later he started regular kindergarten, but by November the teacher was shocked at how far behind he had fallen. It was not until May though that the school finally decided to test him to see how far behind, he was. Summer school was their solution. First grade came and while they added speech and language to his IEP, he continued to fall behind. Summer school was again the solution. At the end of 1st grade is when we as parents started evaluating our options. We researched learning disabilities, private tutoring, and had him tested by a Neuro psychologist. Casey had 6 of the warning signs of Dyslexia. Once we had the diagnosis, we found the tools and unfortunately, they were not at school. While Casey's reading and speech teachers were wonderful, they were limited by district policies, district funding, and district red tape. We were surprised that the teachers had not heard of Dyslexia when it is so common. The school's solution was this program or that program that Casey's reading teacher came from Arizona and had training with Dyslexia, but our school district won't provide the tools for her to work with. Casey went to Haley's Hope and private tutoring 3 to 4 times a week. All he wants to do was be a normal kid, but even now after 5 years we are still trying to catch him up to grade level. If Casey had been evaluated in kindergarten, his life could have been very different. If Casey could receive Orton-Gillingham services at school, it would allow him time to be a normal kid after school.

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Since we knew about the warning signs from Casey's evaluation, we knew Stausley was following in his footsteps. Stausley was in speech by the age of 2 and was also in early childhood special education preschool. We started using Haley's Hope with Stausley at a very young age, in addition to private speech. We did not wait for the school to detect or test. We came to first grade with the list of items we wanted on her IEP. We coordinated her school speech services with Haley's Hope and her outside Speech therapy, to ensure they were all working together and not contradicting each other. The school did not have an Orton-Gillingham program and would not allow us to purchase one for the reading teacher to use. We were even willing to pay for the teacher to have training, but that was against school policy.

Our family has spent well over \$25,000 in outside services to help our children succeed in school. We have evaluated private schools, both in ND, MN and other states. We even toured a private school in FL for summer school in order to provide the best education for our kids. While we have felt defeated at times dealing with the school districts, and the battle is far from over, we are determined to fight for our children and their friends. Since my kids were diagnosed, we have been advocates for detection and helping other find the right services.

ND is one of few states that does not have active Dyslexia legislation. By passing this bill you can change the life of a child. I know first hand what early detection and early intervention can do for a child. My daughter's outlook on school is completely different than my sons. I would encourage you to provide the teachers in the state of ND the knowledge and tools they need to successfully detect, test, and teach the 20% of the kids that have Dyslexia. North Dakota is a great state and all our children deserve a great education.

If you need any further information, please contact me at Krysta Erovick 701-212-9902 or by email at krysta@discoverlodging.net.

Thank you for considering the future of our kids and the success of our state.

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Thank you Chairman Owens and members of the committee. My name is Pam Krueger from Bismarck, and I am in favor of Bill 1461.

My concern for students with dyslexia and my belief that teacher training can provide better outcomes is a result of over a decade of training and experience. I am an instructor in the teacher education program at Dickinson State University on the Bismarck campus, and I am currently working on my PhD in Teaching and Learning, specifically Teacher Education. My research topic is in the area of training teachers to work with students with dyslexia. I am also a fellow in training for the Academy of Orton-Gillingham Professionals and Educators. I have had the privilege of tutoring many amazing and talented children and adults with dyslexia for over 12 years, and have witnessed how with proper identification and remediation, struggling readers get the help they need to become fluent readers and to improve their self-esteem. I will focus on teacher training to help students with dyslexia.

Research has clearly shown that if students are not reading proficiently by the end of third grade, they are much more likely to continue to have difficulty in school. Early screening as suggested by this bill would help to catch students when instruction is crucial, and then screening must be followed by research-based instruction by qualified teachers. According to North Dakota State testing from 2017-18, 53% of grade three students in North Dakota are not reading at a proficient level. We are all concerned about low reading proficiency levels of our students. Of course, not all of these students are dyslexic, but keep in mind that dyslexia is the most common reading difficulty. Most of all remember that good instruction is good instruction for everyone.

It is estimated that between 5-20% of people in the U.S. have some degree of dyslexia. This means that in a classroom of just 20 students, on average, 1-4 students in the classroom have dyslexia. Researchers have shown that most children who struggle to learn to read can be taught if teachers use evidence-based instruction right from the beginning of school. This reiterates the great need for early screening, early intervention, and training about dyslexia.

As we have heard today, currently there are many myths and misunderstandings about dyslexia. Sadly, these myths- that it is tied to intelligence, that people see letters backwards, that it is a visual perceptual disability, that they are just lazy- are also held by many teachers. Teachers may not understand how a high functioning student could have so much difficulty with a task that comes easy to many. This causes a great deal of frustration and takes an emotional toll on students, teachers, and parents, as others will testify. Teachers have expressed frustration because of a lack of information and training about dyslexia and a lack of guidance from administration. Most teachers want to be able to help their students be successful. Due to misinformation and a lack of information, dyslexia often goes undiagnosed.

Training for working with students with dyslexia varies across Teacher Education Programs and is often not included. Therefore, having a degree even in special education does not guarantee that the person is trained to work with students with dyslexia. Our teachers need to be informed about dyslexia through professional development, which is a crucial piece of what this bill is asking for.

Students with dyslexia benefit from multi-sensory, direct, systematic, explicit instruction in the structure of the English language for decoding and encoding (reading and spelling) as listed in this bill. Nothing can be left to chance because this structure is not figured out

automatically. We now have visual proof using fMRI's that neural networks can be improved for word recognition in individuals with dyslexia and in all children if they are given this type of instruction. Simply having research-based programs in schools is not enough. Explicit teaching requires explicit knowledge. Teachers must be trained in the structure of language in order to provide instruction with confidence and fidelity. This type of instruction can be used for individuals, small groups, and whole classrooms. **All students benefit from this type of instruction, but for students with dyslexia it is imperative.**

Orton-Gillingham instruction is often cited as the best approach for students with dyslexia and is mentioned in this bill. There is often confusion about what Orton-Gillingham is, as many people advertise programs and systems as Orton-Gillingham. It is important to know that Orton-Gillingham is an approach, not a method, system, or program. The approach is based on 70 years of practice working with students with dyslexia, along with current research on how people learn to read and write.

As the writers of the National Council on Teacher Quality report about reading instruction stated, "Future teachers (and I will add current teachers) need the knowledge and skills to understand sound reading strategies for themselves and to be able to transmit these to their students. With the scientific discoveries that began over a half-century ago, we now have the good fortune of holding the keys to the locks that bar far too many children from having full access to society. It is time to put the keys in the locks and start turning them." I believe that Bill 1461 will start to open the locks for our children with dyslexia.

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PATHFINDER

SERVICES OF ND



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Creating Pathways

for North Dakotans

We are a statewide non-profit organization that offers resources to educate parents and families, youth and young adults, professionals, and the community, focusing on individuals birth-26 with learning differences or challenges.



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We help North Dakotans to:

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- ◆ Understand rights in education
- ◆ Building bridges between families and schools
- ◆ Understand Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or Section 504 components
- ◆ Find information on available statewide support services
- ◆ Prepare youth and young adults for important life transitions
- ◆ Create parent/child connections at home
- ◆ Sharing knowledge with other organizations
- ◆ Understand a child's disability


We offer:

- ◆ Confidential guidance from trained advisors
- ◆ Free resources on a wide variety of topics
- ◆ Lending library of books and DVDs
- ◆ Workshops and webinars to provide education on complex issues
- ◆ An electronic newsletter containing news and information for North Dakota families and professionals
- ◆ Website featuring online resources, links to statewide services, and news relevant to North Dakota



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Good Morning Chair Owens and Representatives -

Thank you for allowing me a few minutes of your time today.

My name is Mistie Bouilly and I am a Family Support Specialist at Pathfinder Services of ND. We are the Parent Training Center for the state. We work with families throughout ND focusing on individuals birth-26 with learning differences or challenges. I have the privilege of helping families navigate the IEP process and sharing resources with them. I have heard from Parents regarding their children who are struggling in school and those same families having to go outside of their school system for more testing to then find out their child has Dyslexia.

Even more important than my 8-5 job is I am first and foremost a Mom of a 12 year old boy with Dyslexia. My son Holden was originally tested for Special Education services in 1st grade. We moved to Minot from Idaho where we knew Holden was struggling with something but Idaho will not test until children are older and his Kindergarten teacher at the time would not listen to our concerns. Once he started school here his teacher gently approached us to express her concerns about Holden's struggles in the classroom. What a blessing.

We ventured through the world of Special Education and IEP meetings. Even though we were on a good road to getting Holden the services he needed we knew something was still missing. When we weren't getting answers from the school we decided to take Holden to an independent professional in Minot to be tested. Most of the results matched until we were told Holden also has Dyslexia. We were shocked. It all made sense though. That was our missing piece for Holden. We questioned how the school missed such a huge diagnosis. Knowing he had dyslexia on top of his other learning challenges would have helped his education plan, or so we thought. We were confused to learn that the school didn't test for Dyslexia and there was a major lack of knowledge and training in regards to children who struggle with Dyslexia.

We truly feel blessed to live in ND and have our children in the public school system in Minot. My husband and I find ourselves often reflecting on how different Holden's education would be if we were still in Idaho.

Holden's dyslexia was diagnosed nearly 3 years ago and in that time we still don't have the help he needs to truly be successful. His classroom and Special Education teachers have tried but no one really understands Dyslexia and the training is not there.

It makes me sad to think of Holden and the other children who have been diagnosed. What about the children who have not been diagnosed yet. Our children are not getting the help they are entitled to.

Today as I stand before you I am asking you to please support this Bill. The time is long overdue for the children in ND. It's time to fight for this Bill and get it passed. I hope that you will fight. Fight for the children who struggle every day. Our children who struggle to simply keep up while reading in class and hope that the teacher doesn't call on them to read out loud. Fight for the children who don't know the joy of getting lost in a book because it's so much work to read that story. Fight for the children who get into Junior High and have to rely on spell check and grammar programs to just finish an assignment.

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Fight for the children that are made fun of because their spelling test are "easier" or their words aren't correct.

Most of all I am asking you to please fight for my Holden. He is an amazing young man who has had so many challenges placed in front of him and yet he keeps fighting. Holden doesn't have to the choice to stop fighting. If we want to encourage him to keep fighting and working hard I hope that you will do the same and show our children that they matter and that they are worthy of getting the help they deserve.

I truly appreciate your time and fighting for our children in North Dakota.

I will now stand for questions.

Mistie Bouly

Parent of a child with Dyslexia

Family Support Specialist

701-837-7500

family@pathfinder-nd.org

<http://psnd.co/>



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#17

Good Morning Chair Owens and Representatives -

My name is Holden Bouilly and I am in 6th grade at Ramstad Middle School in Minot.

I have Dyslexia. Dyslexia does not define who I am. I am a hard worker in school. I am also in Student Council this year because I want to make a difference for the kids in my school.

I struggle in school. I have a hard time reading and spelling. Letters don't look like they should and words are hard to write and pronounce. I have to leave my classrooms a lot to get help just to finish writing my assignments.

Words are hard! Reading is involved in everything we do. When it's hard to read it's hard to be successful.

In the past kids have made fun of me because my spelling test were what they called "baby words". I don't let those kids bother me.

My teachers help me and want me to do better but they don't understand how to fully help me with Dyslexia.

If Teachers don't understand how to help me and other kids with Dyslexia then how are we supposed to learn?

If this Bill is passed it will give myself and other children in North Dakota a better chance to learn. We are just as important as the children who don't have Dyslexia and we deserve a good education.

Thank you for letting me speak to you today.

Holden D. Bouilly
6th Grade Student at Ramstad Middle School
Minot, ND

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Dear Senators and Representatives:

My name is Susan Longwell-Gietzen and I am a reading specialist in Bismarck Public Schools. During the past thirteen years I have worked for BPS, I have had considerable experience working with children who have reading disabilities and dyslexia. Often the first indicator for a child with dyslexia is a very bright child, exposed to a vast rich vocabulary, and has had many childhood experiences, BUT cannot read. Often times the second predictor of a dyslexic child is one who has a poor self-image, does not like school, does not like to read, and may have a school based anxiety of school in general. The third predictor of a dyslexic child is a parent who is desperately seeking answers to what the problem could be and who is also looking to the school, reading specialist, and teacher to give them the answers to this very complicated disability. Several years ago I found myself totally consumed by this issue and sought out the answers myself. I was confused and frustrated that many people including our LD (learning disabled) teachers, were not convinced that dyslexia was even a true condition. Coming from a historical background, I myself struggled with reading acquisition. I was raised in Colorado, which recognizes dyslexia as a disability, and therefore received the accommodations and modifications that allowed me to cope with my disability. Thus, I could not understand how some people in the North Dakota education system did not understand how disabling dyslexia could be. I immersed myself in a tried and true reading intervention called Orton Gillingham and my questions received answers. Our education system is flawed. The basis of the system is geared towards money. Please stay with me, I understand that we do need to follow a budget and we only have so much money, but as far as following a swinging door approach for remedial reading, this is not the model that will help these children overcome this disability. For example, both of the schools that I work at are following the MTSS-A model. Within this model a child in the lower grades is assessed using three data points: fluency (AIMSweb), Triggers (letter names, sounds, decoding CVC-consonant, vowels, consonant words) and High Frequency Words. In the upper grades MAP, their reading level, and AIMSweb accuracy are the three data points. Once the data is compiled it is put in the student selection process and from there a number is generated and this number fits into a tier process. Tier 1 (general population), Tier 2 (this was the tier I used to service, but unfortunately due to the lack of reading specialists, we are no longer able to service these individuals), and Tier 3 (strugglers). Several issues that I struggle with concerning this tier process are: first, our interventions are for only 6-8 weeks and if the child's scores increase he may be eligible of dismissal. Dyslexia is a lifelong disability, and cannot be corrected in an 6-8 week time frame. Secondly, the majority of our specialists are being told that Guided Reading is the only intervention that they can use. This is not a sequential and explicitly taught phonics program. Thirdly, many of these children are under the impression that once they are dismissed from reading they think their reading problem is over and unfortunately find out that it continually resurfaces, because they cannot memorize enough or the amount of text intensifies. Dyslexia is a lifelong issue and may require accommodations to help the student remain successful. Fourth, many of the probes we use to measure students will cause them to fail because a dyslexic child often cannot generate sounds, letters or even read fast enough to pass the assessment. Dyslexia is a neurological condition, often affecting auditory or visual processing. Parents and children who have it need to be given hope that they are not cognitively impaired and that they can lead a productive and healthy life, with the correct intervention. I am hopeful that this bill will pass and we may be able to help the many children whose parents can afford additional tutoring and also those who cannot. We must be an advocate for ALL children.

Thank-you,

Susan Longwell-Gietzen

Solheim & Prairie Rose

Elementary Reading Specialist

My name is Leanne Schmidt. I am a state employee here on approved annual leave. I am testifying as a private citizen appearing on my own behalf and that of my family. My youngest son, Dylan, is in 4th grade in Mandan. He's a caring, smart, and funny 10 year old who loves hunting and the outdoors, playing with friends, helping his dad in the garage, and planning survival challenges for the summer.

In late 2015 in the middle of 1st grade, we were told by the teacher that his reading was below average as compared to others and they were concerned about. However, the school was not going to test my son to see if he qualified for extra help from an Individual Education Plan (IEP) because they had to wait to collect 40 hours of data regarding interventions they had to try first. We were also told that the reversing of letters and numbers found in my son's writing may correct themselves over time and that issues like dyslexia didn't typically show up until 3rd or 4th grade. The school staff also made references to my son's lack of attention inferring that may be part of the issue.

We took our son to his pediatrician who referred him to a psychologist. Both acknowledged, my son has an attention span typical of a child his age and focus is a factor in learning to read however, it was not the reason he struggles to learn to read.

From March to May 2016, we took my son to Sylvan Learning for tutoring and he completed 75 hours of sessions. It was a big investment for our family. It was a struggle to get Dylan to go much of the time and involved tears and frustration, but he made the best of it. However, we realized the cost versus the progress made wasn't affordable.

In the fall of 2016 at the start of 2nd grade, the school's testing determined my son qualified for an IEP with a disability category of Specific Learning Disabilities in areas of reading fluency, reading comprehension and basic reading skills. My son's IEP has been in place since that time and involves a number of interventions to address reading with him being pulled out of class 20-25% of time to get this extra help. My son has also spent time in summer school reading for three summers. Despite the last three years and all the hours my son has spent doing extra work, he is currently reading text at a middle of first grade level. The school indicated that testing to assess his reading level were done every three years and the IEP was updated each year. There was no other type of testing done or available by the school. In October 2018 when the IEP was reviewed, time was added to the plan to include math and writing since my son's scores have dropped in these areas as well.

In November 2018, we were referred to Inspiring Minds to explore whether there was something else occurring for our son. The assessment –which my family paid for– was completed in November determined my son's areas of weakness are consistent with dyslexia and are severe and profound. Dylan is very aware his doesn't read like his friends and that he is different. He frequently asks me if he'll pass his grade. He lacks confidence and doubts himself when it comes to reading and writing. I shared the assessment report with the school staff. And one of them said they'd suspected there was something like dyslexia impacting my son, but they're not "allowed" to say anything. I find that so disturbing, if educators don't voice these concerns - who will? My son started tutoring with Inspiring Minds in December 2018. There were no tutoring openings after school hours available. Since the only time open was during school hours, I asked the school to allow the tutor to be able to come to the school. They said space could be provided in public areas like the cafeteria or the library before school started. However, no time or space would be allowed during the academic day for school. Currently, tutoring for my son is being done before the school day in our home – which we pay for.

I've tried to imagine a day in Dylan's shoes. I can only think it would be like going to work in a place where I may understand most things said around me. However, I'm not able to read and understand and write things for my work and I'm supposed to keep focused, do the work, and not drift off. It breaks my heart when I think of the

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countless hours at school, Sylvan, and summer school my son has spent and spends working on reading and writing and yet to continue to struggle with little success. It is not for lack of effort by my son and through it all, my son still likes school and has a positive, caring attitude and I'm very glad for that.

This bill would provide the schools the information and tools needed to be able to help children like my son. And require assessment early so they can be given the tools needed to achieve academic success. I would ask for your support in giving this bill a "due pass" recommendation.

Thank you for your time. I'd be happy to answer any questions.

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CAUTION: This email originated from an outside source. Do not click links or open attachments unless you know they are safe.

Good Morning Representatives,

The purpose of this email is to contact the Representatives from the House Education Committee and share my enthusiasm for HB-1461, which was introduced January 14th.

My name is Justine Gibbon and I am the mother of 3 young, outdoor-loving kids. I am an elementary reading teacher in North Dakota with almost 10 years of experience, and I have my Master's Degree from NDSU in curriculum and instruction (with an emphasis in reading). My oldest son is a second grader and is severely dyslexic. He is on an IEP for speech and language and receives special education services, where he gets an alternative reading curriculum. Although, I have my Master's degree in reading instruction, I had little to no experience/knowledge about dyslexia at the time of his diagnosis.

I had no idea my son was dyslexic (and possibly many of my students) until I stumbled across a session at a teacher conference given by a dyslexia/OG trained tutor in Bismarck. I fought back tears as she talked about the warning signs of dyslexia in PK-K children because my son WAS all of them. He met EVERY criterion. All of my children had listened to hours of stories and nursery rhymes before they were born. Our house has hundreds of vibrant picture books and literacy has always been a priority. My husband and I both have our Master's degrees and are successful at our jobs. So discovering that our son was dyslexic, was a bit of a shock to say the least.

My job is to help students learn to read and to support families as they search for ways to encourage their struggling reader. Dyslexia can affect 20% of the population and dyslexia doesn't discriminate between race, gender, or SES. Dyslexic students have known neurological differences, and it is time for North Dakota to take a step forward in identifying and helping students who are dyslexic. Please help me support my students, parents, and my own dyslexic child! Support HB-1461.

Sincerely,

Justine Gibbon

①

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From: Susan Longwell susan_longwell@bismarckschools.org
Subject: House Bill 1461
Date: Jan 27, 2019 at 4:36:41 PM
To: Davison, Kyle kdavison@nd.gov, Kreun, Curt E. ckreun@nd.gov,
Myrdal, Janne jmyrdal@nd.gov, Mock, Corey R. crmock@nd.gov,
Schatz, Mike A. mischatz@nd.gov, Anderson, Pamela K.
pkanderson@nd.gov, Strinden, Michelle mstrinden@nd.gov

Dear Senators and Representatives:

My name is Susan Longwell-Gietzen and I am a reading specialist in Bismarck Public Schools. During the past thirteen years I have worked for BPS, I have had considerable experience working with children who have reading disabilities and dyslexia. Often the first indicator for a child with dyslexia is a very bright child, exposed to a vast rich vocabulary, and has had many childhood experiences, BUT cannot read. Often times the second predictor of a dyslexic child is one who has a poor self-image, does not like school, does not like to read, and may have a school based anxiety of school in general. The third predictor of a dyslexic child is a parent who is desperately seeking answers to what the problem could be and who is also looking to the school, reading specialist, and teacher to give them the answers to this very complicated disability. Several years ago I found myself totally consumed by this issue and sought out the answers myself. I was confused and frustrated that many people including our LD (learning disabled) teachers, were not convinced that dyslexia was even a true condition. Coming from a historical background, I myself struggled with reading acquisition. I was raised in Colorado, which recognizes dyslexia as a disability, and therefore received the accommodations and modifications that allowed me to cope with my disability. Thus, I could not understand how some people in the North Dakota education system did not understand how disabling dyslexia could be. I immersed myself in a tried and true reading intervention called Orton Gillingham and my questions received answers. Our education system is flawed. The basis of the system is geared towards money. Please stay with me, I understand that we do need to follow a budget and we only have so much money, but as far as following a swinging door approach for remedial reading, this is not the model that will help these children overcome this disability. For example, both of the schools that I work at are following the MTSS-A model. Within this model a child in the lower grades is assessed using three data points: fluency (AIMSweb), Triggers (letter names, sounds, decoding CVC-consonant, vowels, consonant words) and High Frequency Words. In the upper grades MAP, their reading level, and AIMSweb accuracy are the three data points. Once the data is compiled it is put in the student selection process and from there a number is generated and this number fits into a tier process. Tier 1 (general population), Tier 2 (this was the tier I used to service, but unfortunately due to the lack of reading specialists, we are no longer able to service these individuals), and Tier 3 (strugglers). Several issues that I struggle with concerning this tier process are: first, our interventions are for only 6-8 weeks and if the child's scores increase he may be

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eligible of dismissal. Dyslexia is a lifelong disability, and cannot be corrected in an 6-8 week time frame. Secondly, the majority of our specialists are being told that Guided Reading is the only intervention that they can use. This is not a sequential and explicitly taught phonics program. Thirdly, many of these children are under the impression that once they are dismissed from reading they think their reading problem is over and unfortunately find out that it continually resurfaces, because they cannot memorize enough or the amount of text intensifies. Dyslexia is a lifelong issue and may require accommodations to help the student remain successful. Fourth, many of the probes we use to measure students will cause them to fail because a dyslexic child often cannot generate sounds, letters or even read fast enough to pass the assessment. Dyslexia is a neurological condition, often affecting auditory or visual processing. Parents and children who have it need to be given hope that they are not cognitively impaired and that they can lead a productive and healthy life, with the correct intervention. I am hopeful that this bill will pass and we may be able to help the many children whose parents can afford additional tutoring and also those who cannot. We must be an advocate for ALL children.

Thank-you,

Susan Longwell-Gietzen

Solheim & Prairie Rose

Elementary Reading Specialist

Emailed to
Rep. Suggsberg

HB 1461
#5 2-6-19

February 5, 2019

To Whom it May Concern:

I am writing to express my support of HB 1461 and any other bills that will result in more resources to address the problems students with dyslexia face in North Dakota's public schools.

Dyslexia is a learning disability that impacts anywhere from 10 to 20 percent of all students. These percentages are low, in part, because many, perhaps most, students aren't screened for dyslexia. And many children with learning challenges hide them as best they can. What we do know with certainty is that dyslexia is the most common learning disability and the cause of most reading and writing problems that children struggle with.

I knew nothing about dyslexia – other than the name – until my adopted daughter (now 8) was identified with the problem. But getting the diagnosis and then treatment was an arduous, time consuming and costly process. It started when my daughter's first grade teacher called me in for a conference to tell me that my daughter was significantly underperforming her peers on statewide assessment tests.

School administrators acted quickly to place my daughter in a daily one-on-one remedial tutoring program called Reading Recovery. The tutor was a kind, patient woman who I believed would help my daughter make great strides in learning to read. After all she was spending an hour a day with my daughter. And we, her parents, were working with her almost every evening.

At one point I asked the tutor if she had any idea whether my daughter had dyslexia. She said she had no idea and no way to diagnose the problem. But she assured me that my daughter would be helped by the tutoring. But her progress was minimal, relative to the efforts so many of us, including her teacher and tutor were making on her behalf.

The only way to get a diagnosis was to take her to a hospital or neuropsychiatric Institute for an evaluation. We ended up paying roughly \$2400 out of pocket for a full day of testing, which determined that she does have a severe case of dyslexia. We were grateful for the diagnosis, because then we finally had a way to move forward with an education treatment plan that goes beyond what current school tutoring programs or an IEP, which my daughter has, can accomplish.

Dyslexia is not an incurable disease. Children with dyslexia can learn to read. But the evidence-based method of teaching children with dyslexia is very specific. Once we had the dyslexia diagnosis, we knew we needed to find a

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2-6-19

reading and writing therapy program designed specifically for people with dyslexia. The only way to access the help our daughter needed was through a program outside of her school.

We now take our daughter to the Reading Therapy Center in Moorhead, MN, every weekday for 75 to 90 minutes. We do this first thing in the morning and then take her to school. We are finally starting to see real progress in her reading and writing.

But we shouldn't have had to spin our wheels for so long – first trying to identify the problem and then figuring out where to go for treatment. I'm grateful to our daughter's teachers and school administrators for their efforts. But they were groping around in the dark as we were – throwing resources that were available at our daughter's problem without even knowing what the problem was.

I'm contributing my testimony in support of of this bill – both for my daughter's sake and on behalf of the many, many children who do not have the benefit of testing or the help they need to thrive in school. No child should have to struggle academically and emotionally with the challenge of dyslexia that goes untreated.

One of my proudest moments as a parent came a couple of weeks ago when my daughter came home with the results of a spelling test she had taken with all the other kids in her class. She spelled most of the words correctly and her teacher rightly pointed out with smiley faces and exclamation points that Lucia had done an excellent job.

I think North Dakota's Department of Public Instruction can and should do better by the many children throughout the State who suffer from dyslexia. I hope you will vote in support of this bill.

Thank you for the opportunity to share my family's experience and my thoughts with you.

Sincerely,

Meg Lindholm

1610 S. 8th Street

Fargo, ND 58103

701-388-3148

meglutherlindholm@gmail.com

Russ Ziegler

HB 1461
2-6-19

#6



HB 1461 – Dyslexia
NDCEL Testimony in Opposition

Chairman Owens and members of the House Education Committee, I am here today representing NDCEL and our K12 school leaders as we discuss concerns that we have with this bill. This bill has some inherent issues in it. Today I also have professionals from the field with me here today that will discuss this from a school-based standpoint and would be well equipped to answer questions you might have specific to how this is being handled in schools today. **This neutral testimony comes after careful consideration and should not be confused with lack of identification of the seriousness of this learning disability for our students that struggle with this.** Each and every educational professional I've visited with about this has indicated that with dyslexia like with many of the disabilities our students struggle with – is not one to take lightly – certainly deserves as much attention as possible to assure the success of students – should continue to be an ongoing conversation on how we can better serve our student populations that have this learning disability. However, experts from the field do not agree that the approach in this bill will solve the issue.

As with other issues that relate to a student disability, the best possible resolution comes from bringing experts together to learn from each other and find ways to best serve the students. We haven't found that serving specific learning disabilities has been effectively managed through century code. However, a legitimate task force to work on this issue would be very appropriate.

Some concerns that we have with he bill include:

Un-funded Mandate

Screening: One of the key areas that brings concern to school leaders is the inherent unfunded mandate that comes from this bill. Mandated screening for all students in grades K-2 including the screening equipment & tests, and staff and student time. Screenings for all students would come at an extraordinary expense and time consumption. Further – regarding learning disabilities, we do not require screening of all students for anything. Screenings take place when notable challenges are indicated.

#6 HB 1461
2-6-19



Professional Development: Requiring an additional hour of unfunded PD is an unfunded cost to the state of approximately \$1 Million Dollars – or an average of \$90 per teacher. This does not include the recommended ancillary staff.

Loss of Parental Right to Refuse

Parents have the right to refuse any screening (which this bill would remove), and they currently also have the right to refuse service (which this bill would remove). This bill indicates that a district must provide services to a child with dyslexia. It also eliminates criteria for services as there are some students with mild dyslexia who may not need services – however this bill demands services for all.

Again, we agree that there needs to be more district level and state level serious conversations and potential training in the area of dyslexia as it is an emerging area of education.

Morton - Sioux Special Education Unit
GREAT STUDENTS. GREAT SCHOOLS. GREAT EDUCATORS.

HB 1461
2-6-19
#7
pm.

901 Division St. NW | Mandan, North Dakota 58554 | Telephone: 751-6500 | DIRECTOR, TRACY KLEIN

HB 1461-~~Oppose~~ *Neutral*

Chairperson Owens, Vice Chairperson Schreiber-Beck, and Members of the Education Committee,

For the record my name is Tracy Klein, I am the Director of Special Education for Morton/Sioux Special Education Unit (MSSEU); which encompasses Mandan School District and six neighboring School Districts in Morton and Sioux Counties.

I submit this bill is not necessary as services for Reading problems and sub component areas of reading such as; comprehension, decoding, dyslexia, etc. have been and are currently accounted for in the Individuals with Disabilities Education Act (IDEA). Both the assessment process and reading difficulties associated with dyslexia are encompassed by CFR: 300.304-300.311 and 300.8 (c) (10) within Specific Learning Disabilities. In addition, I maintain this bill does not acknowledge our state currently has highly trained "Reading Specialists" and Master Level Special Education staff assessing as needed and providing interventions for students having a plethora of Reading (and academic) disabilities.

I encourage you to **oppose** this bill for the following reasons:

- Mandating training and specialized endorsements for sub areas of reading is overly prescriptive and in turn limiting broader holistic interventions.
- This bill erroneously implies one curriculum, or one multisensory approach fits all levels of reading issues and the corresponding interventions encompassed by the term dyslexia.
- Local districts are better situated to determine training needs given the competing interests for professional development time and financial resources.
- It is an overreach to initiate a system that may lead to the establishment of a unique or self-standing disability category in excess of the current Specific Learning Disabilities category identified by the IDEA.

I am happy to answer questions you may have for me!

Tracy Klein

Student Services Director

Morton-Sioux Special Education Unit

901 Division St. NW

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Ph# (701)751-6500

HB 1461 #1
2-12-19

19.0557.05004
Title.06000

Adopted by the Education Committee

February 12, 2019

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1461

- Page 2, line 10, after "shall" insert "offer to"
- Page 2, line 10, replace "each" with "any"
- Page 2, line 11, replace the first "by" with "through"
- Page 2, line 11, after the underscored period insert "A parent or legal guardian of a student may refuse a dyslexia screening offered by the school."
- Page 2, line 16, remove ", such as the"
- Page 2, line 17, remove "institute for multi-sensory education's comprehensive Orton-Gillingham training"
- Page 2, line 22, remove "A school district must provide a student identified as having dyslexia with education"
- Page 2, remove lines 23 through 27
- Page 2, line 28, remove "5."
- Page 3, line 1, replace "6." with "5."
- Page 3, line 7, after "staff" insert "- Intervention"
- Page 3, remove lines 8 through 20
- Page 3, line 21, remove "3."
- Page 3, line 23, after "schools" insert "regarding dyslexia identification and intervention. If public school personnel identify a student as having dyslexia, a trained teacher employed or contracted by the school may provide dyslexia intervention services to the student"

Renumber accordingly

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**Representative Michelle Strinden
North Dakota District 41
Testimony HB 1461
March 20th, 2019**

Good Morning Chairman Schaible and members of the Senate Education committee. For the record my name is Michelle Strinden, and I represent the people of South Fargo's District 41. I have the privilege to introduce to you HB 1461 on behalf of thousands of students and families who are affected by Dyslexia across our great state. Today you will have the opportunity to hear from amazing students, parents, dyslexia specialists and curriculum experts who have been touched by this learning difference. Dyslexia affects twenty percent of the population and knows no socio economic, racial or ethnic boundary. It is defined as a specific learning disability that is neurological in origin and is characterized by difficulties with accurate or fluent recognition of words, and poor spelling and decoding abilities independent of an individual's general intelligence level. Secondary consequences may include difficulty in reading comprehension and vocabulary acquisition. Research shows that Structured Literacy programs that are phonetically based, multi sensory and systematic are not only effective for students with Dyslexia, but benefit all early readers (International Dyslexia Association).

Our family has been personally touched because our wonderful son Joseph has Dyslexia. As a result of this I have developed a passion for literacy and finding answers and help for our son and other children and families who suffer from Dyslexia. When Joseph was about three, I noticed there was something different about the way he learned. Joseph was a bright child who socially excelled, but was struggling with learning basic reading skills. Even though I was a licensed secondary education teacher with a Masters degree in school counseling, and was working in a public school at the time, I struggled to find him the appropriate tutoring and diagnosis. After years of tears, tutoring, praying and searching for answers, The Reading Therapy Center opened in Moorhead MN and changed our lives. When he was in 2nd grade he was tested and diagnosed for Dyslexia at the Reading Therapy Center. We all were relieved to receive this diagnosis and we began intensive reading therapy for two hours a day after his school day. The therapy was working and he was finally making amazing gains! However, going to school and fitting in two hours of reading therapy a day left Joseph emotionally and mentally exhausted. If he missed school for therapy, he would have even more homework in the evenings to make up which created high anxiety for all of us. We decided that in order for him to have a healthy and balanced childhood, I needed to homeschool him. After four years of intensive reading therapy and thousands of dollars, our son wanted to go back to school....and we knew he was ready because he could read! Since 7th grade, Joseph has been able to find success in private school with a 504 accommodation that allows for modifications in extra time, written notes and a scribe when needed for tests and quizzes. Today, he is a happy and well adjusted junior at Oak Grove Lutheran School where he is thriving!

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During my campaign for the state legislature, I stated that my main policy goal was to strengthen education by improving literacy for students in D41 and across the state of ND. Our ND Department of Public Instruction's dashboard shows that less than half of our students are reading proficiently, and research has found that one in five students experiences dyslexia. Early identification and remediation are essential to ensure success for these and other students with learning disabilities.

HB 1461 is a result of consultation with Dyslexic Specialists trained in Orton Gillingham approaches and national and state organizations like the International Dyslexia Association and Decoding Dyslexia. House Bill 1461 is also modeled after Minnesota legislation that has been passed in the last three years.

This bill contains three sections and aims to accomplish the following goals. It will provide for a Dyslexia Specialist Credential in ND Century Code. This credential must include phonological awareness, sound symbol recognition, alphabet knowledge, rapid naming skills and encoding. Properly trained Dyslexia Specialists could then work in public school districts and/or Regional Education Association's (REA's) to provide regional access to Dyslexia Specialists that could be trained in researched based methodology like Orton Gillingham. Training in Orton Gillingham based methodology is essential because it incorporates three learning pathways: visual, auditory and kinesthetic. Next, it provides for public elementary schools to administer screenings to each child by the end of the 2nd grade and for a report by the superintendent of public schools to legislative management. This will ensure early intervention and remediation education services are delivered to students that are researched and phonetically based, multi sensory and systemic. This is extremely important so that these students don't fall many years behind their peers in reading. And finally, HB 1461 will empower educators by providing professional development. This will allow them to better identify students at risk for dyslexia and may also encourage them to obtain a Dyslexia Specialist credential.

I urge your support of HB 1461 so that all students can be successful readers and be provided with a high quality of education for a bright future. Thank you for your consideration and I will answer any questions you may have.

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Thank you Chairman Schaible and members of the Senate Education committee. My name is Pam Krueger from Bismarck, and I am in favor of Bill 1461.

My concern for students with dyslexia and interest in teacher training is a result of over fourteen years of training and experience. I am an instructor in the teacher education program at Dickinson State University on the Bismarck campus, and I am currently working on my PhD in Teaching and Learning, specifically Teacher Education. My research topic is in the area of training teachers to work with students with dyslexia. I am also a fellow in training for the Academy of Orton-Gillingham Professionals and Educators, a certifying agency for an approach for working with students with dyslexia. I have had the privilege of tutoring many amazing and talented children and adults with dyslexia for many years, and have witnessed how with proper identification and remediation, struggling readers get the help they need to become fluent readers and successful students with their self-esteem intact.

Research has clearly shown that if students are not reading proficiently by the end of third grade, they are much more likely to continue to have difficulty in school. According to North Dakota State testing from 2017-18, 53% of grade three students in North Dakota are not reading at a proficient level. Up to now, we have not been meeting the needs of those who have difficulty learning to read.

Early screening as suggested by this bill would help to catch students when instruction is crucial, and then screening must be followed by research-based instruction by qualified teachers.

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General education teachers are not always trained in best practices for working with students with dyslexia. Most Teacher Education Programs, if they do address dyslexia specifically, address it along with all other exceptionalities in one course that is a basic overview of the exceptionalities they will see in the classroom. Usually dyslexia is bundled together with all other learning disabilities if mentioned at all. The purpose of this class is to introduce teachers to exceptionalities and to learn how to accommodate for these differences not how to remediate. A dyslexia specialist credential will allow for the training of specialists who understand what dyslexia is and best practices for teaching 1 in 5 of our students. They can also provide continuing professional development for general classroom teachers who have not received training in the past.

It is estimated that between 5-20% of people in the U.S. have some degree of dyslexia. This means that in a classroom of just 20 students, on average, 1-4 students in the classroom have dyslexia. Another way to look at the numbers is, half of all children who receive special education services have a learning disability and 85% of those students have a reading disability. Researchers have shown that most children who struggle to learn to read can be taught if teachers use evidence-based instruction right from the beginning of school. This reiterates the great need for early screening, early intervention, and training about dyslexia and proper remediation.

As you will hear today, currently there are many myths and misunderstandings about dyslexia- that it is tied to intelligence, that people see letters backwards, that it is a visual perceptual disability, that they are just lazy, or that it does not exist. Sadly, these myths are also held by many teachers. This causes a great deal of frustration and takes an emotional toll on

students, teachers, and parents, as others will testify. Teachers want to be able to help their students be successful, yet due to misinformation and a lack of information, dyslexia often goes undiagnosed.

Students with dyslexia benefit from multi-sensory, direct, systematic, explicit instruction in the structure of the English language for decoding and encoding (reading and spelling). Nothing can be left to chance because this structure is not figured out automatically. **All students benefit from this type of instruction, but for students with dyslexia it is imperative.** Simply having research-based programs in schools is not enough. Explicit teaching requires explicit knowledge.

One school district in Marysville Ohio, Marysville Exempted Village School District, is known nationwide for their innovative education. In 2015-16, it earned a letter grade of D on the State Report Card, K-3 Literacy Improvement Component. Three years later, the district's grade on the same component was a B. According to the superintendent, the difference was due to the goal of reducing the risk of *all* kids who struggle with reading— *including those with dyslexia*. *They focused on 3 things: early screening, individualized instruction, and making reading everyone's business.*

We need three things in North Dakota to begin to help 1 in 5 students:

- Screening early to catch the warning signs of dyslexia, which can be done with little to no cost.
- Dyslexia Specialists to implement and train on early interventions of best practices proven by research
- Teacher training to dispel myths and improve instruction

Although we currently have learning disabilities specialists, and have had reading specialists in the past, they have not all been consistently trained in helping 1 in 5 children with dyslexia. Having a dyslexia specialist is a sure way to meet this need. A dyslexia specialist would need

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many hours of training in evidence-based practices for remediating reading difficulties and addressing other issues that those with dyslexia face. As an example, beginning dyslexia specialists through the Orton Gillingham Academy receive a minimum of 60 hours of training.

The rest of the country is moving on without North Dakota with respect to dyslexia. First there are federal laws.

The Senate recently passed a criminal-justice-reform bill called the First Step Act. Research has shown that prison populations have higher-than-average rates of dyslexia, and dyslexia is a leading cause of illiteracy, which in turn is a risk factor for criminal behavior. Inmates who are illiterate also have difficulty finishing their GEDs and then finding employment after they are released. This Act includes provisions for screening inmates for dyslexia and provides the supports needed to earn a GED.

State laws on dyslexia are also becoming common place. North Dakota is one of the last three states to have a bill about dyslexia. Texas for example has had 33 since 2011, Virginia has had 31 since 2017, and Indiana has had 7 bills since 2014. Usually North Dakota takes pride in being on the cutting edge and ahead of our time, but we have sadly fallen behind in helping 1 in 5 of our students.

I am proud that Bill 1461 passed the house with the overwhelming vote of 87 to 2, and I hope that the Senate will also pass the bill. I hope that we don't go back to business as usual for our 1 in 5 students with dyslexia.

As the writers of the National Council on Teacher Quality report about reading instruction stated, "With the scientific discoveries that began over a half-century ago, we now have the good fortune of holding the keys to the locks that bar far too many children from having full access to society. It is time to put the keys in the locks and start turning them." I believe that Bill 1461 will begin to open the locks for North Dakota's 1 in 5.

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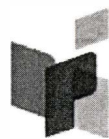
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Dyslexia Informational Paper

November, 2018



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

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This purpose of this document is to provide parents, educators, administrators and others with a resource that may assist in learning more about dyslexia. Additional resources that may increase in understanding dyslexia are listed the end of this document.

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What is Dyslexia?

The North Dakota Department of Public Instruction *Guidelines for Serving Students with Specific Learning Disabilities in the Education Setting* recognizes that dyslexia is associated with a specific learning disability in the area of basic reading skills. Students with dyslexia may have difficulty not only with reading, but also with spelling and performing other skills related to the use of printed language (*National Center for Learning Disabilities*). Many students with dyslexia have difficulties identifying separate speech sounds within a word and learning how individual letters represent sounds. A student with dyslexia does not lack intelligence or the desire to learn. (Adapted from *IDA: Dyslexia Basics*)

The International Dyslexia Association (IDA), along with the National Institute of Child Health, define dyslexia as:

"...a specific learning disability that is neurobiological in origin. 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."

-International Dyslexia Association Board of Directors, November 12, 2002.

The exact causes of dyslexia are not completely clear. However, brain-imaging studies show significant differences in the way the brain of a child with dyslexia develops and functions (Shaywitz, et. Al, 2001). The neurologic differences that are evident in a student with dyslexia are usually genetic, and because they are neurological in nature, a person with dyslexia will probably experience difficulties his/her entire life.

The National Center for Learning Disabilities (NCLD) projects that one in five, or 15-20% of the population, has a specific learning disability. Of those students, 70-80% have deficits in reading, with symptoms ranging from mild to severe. According to *Dyslexia Help at the University of Michigan*, the prevalence rate of dyslexia is comparable between boys and girls. The difference exists in the frequency of testing, which is higher for males.

Characteristics of Students with Dyslexia

Dyslexia along with other reading disabilities seem to be strongly determined by genetic predispositions. Chances are that if a student is exhibiting characteristics of dyslexia, he/she may have a family member that has some of the same difficulties.

Students with dyslexia may possess common areas of strength, which may include, but are not limited to:

- May have strong visual abilities
- May have talents in the areas of mechanical skills, music, art, drama, sports, and creative writing
- May be curious with great imaginations
- May have the ability to “figure things out”
- May seem more mature than their same age peers

Many students have one or even two of the following characteristics associated with dyslexia, but a student with dyslexia typically has many of the characteristics that present themselves over time and significantly impact learning in the academic environment.

Some of the more common characteristics of dyslexia include:

- Difficulty learning to speak
- Difficulty learning letters and sounds (phonemic awareness)
- Difficulty remembering letters and sounds (phonological memory)
- Difficulty organizing written and spoken language
- Difficulty memorizing number facts
- Difficulty reading at a rate that enables comprehension
- Difficulty rapidly recalling the names of objects, colors or letters
- Difficulty in keeping up with and understanding what was read when longer assignments are given
- Difficulty with spelling
- Difficulty with handwriting
- Difficulty learning foreign languages
- Difficulty completing math operations correctly
- Difficulty in understanding the difference between “left” and “right”
- Difficulty making friends or learning social skills

(Adapted from International Dyslexia Association, *Dyslexia in the Classroom What Every Teacher Needs to Know*)

Possible Indicators of Dyslexia at Different Ages:

There are various indicators exhibited by students at different ages that may suggest a possible reading Specific Learning Disability (SLD) like dyslexia. (Information adapted from the University of Michigan's *Clues to Dyslexia* and the Yale Center for Dyslexia & Creativity's *Signs of Dyslexia*.)

Preschool

- Delay in talking
- Speech may be difficult to understand and may sound like “baby talk”
- May not have a favorite book
- May not sit alone and look at books, may not turn the page one at a time, and may not know how to open and hold books
- Difficulty recalling the right word (word retrieval)
- Difficulty recognizing letters in own name
- Difficulty learning and remembering names of letters
- Difficulty learning common nursery rhymes (auditory memory)
- Difficulty understanding words are read from left to right
- Difficulty listening to someone else read for extended periods of time
- Difficulty with remembering and following directions

Kindergarten and First Grade

- Relies on pictures when reading
- Reading errors show no connection to the word written on the page (may substitute “kitten for the written word “cat”)
- May state he/she does not like to read and complains about how difficult reading is
- Avoids reading
- Difficulty associating letters with sounds
- Difficulty remembering basic sight words
- Difficulty sounding out simple words
- Difficulty separating words into parts (butterfly is butter and fly)

Second and Third Grade

- May omit endings of words
- May have illegible handwriting
- Extra time needed when speaking to others
- Difficulty remembering spelling words and rules
- Difficulty remembering words; may submit words like “things” for the proper term
- Difficulty sounding out words

- Difficulty with pronouncing long, complicated words
- Difficulty telling a story in sequential order

Fourth through Eighth Grade

- Pauses, hesitates or may frequently use words like “um” when speaking
- Confuses words that sound alike when speaking (tornado for volcano)
- May need extra time to answer when asked a question
- May incorrectly read common sight words
- May have difficulties with comprehension due to difficulty with sounding out words
- May not be fluent when reading aloud and may avoid reading out loud
- May not like to read for enjoyment
- May perform better on oral tests
- When reading out loud, reading may be monotone with no attention paid to punctuation
- Difficulty remembering things like dates, names, telephone numbers
- Difficulty with spelling and learning new vocabulary
- Difficulty organizing ideas for writing
- Difficulty reading words with multi-syllables
- Difficulty understanding word structure (prefix, root, suffix)

High School

- Reading rate may be slower than same age peers (may not keep up with reading demands of multiple courses)
- Difficulty with automatic word recognition, which in turn, impacts the acquisition of knowledge through reading
- Difficulty with spelling and writing
- Difficulty with vocabulary, both written and verbal
- Difficulty taking notes in class
- Difficulty remembering mathematical or scientific formulas
- Difficulty organizing projects and may struggle with completion of assignments on time
- Difficulty learning a foreign language

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Referral and Evaluation Planning

The provision of interventions begins within the student's general education classroom. If the student is successful and making adequate progress after the interventions are provided, no additional changes may be needed. If the student is not successful, more intensive interventions may be suggested and/or implemented by the school team.

When individual student data collected shows that a student is unable to make satisfactory progress, in spite of individualized, evidence-based classroom interventions implemented with fidelity, the school team may propose conducting an evaluation to determine whether or not the student may have a learning disability like dyslexia. In addition to the school making a proposal for testing, parents of the student may request an evaluation at any time.

During the evaluation, additional data/information is collected and used to determine if the student has a specific learning disability and whether the student is in need of specially designed instruction. The data collected must support both the presence of a disability and the need for specially designed instruction in order for the student to be eligible for special education services.

Sometimes a student has been evaluated outside of the school setting which led to a diagnosis of dyslexia. Information from an outside evaluation(s) should be considered by the school team as part of the evaluation conducted through the assessment process within the school setting. Again, in order for the student to qualify as a student with a specific learning disability, he/she must be in need of specially designed instruction. If the student has been diagnosed with dyslexia but the need for specially designed instruction is not there, the student will not qualify for special education services under the category of SLD.

*Additional information for Determining SLD and Eligibility for Special Education is available in the *Guidelines for Serving Students with Specific Learning Disabilities in Educational Settings* on the NDDPI website.

Examples of Interventions and Accommodations

Early intervention for students with learning challenges, including dyslexia, can establish a foundation for learning and increase the probability of later academic success. For students who may be at risk of having a specific learning disability, like dyslexia, proactive and preventative practices can alter the course of their academic careers.

The National Reading Panel (NRP) in its report, *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*, identified a list of interventions under four major areas central to reading: Alphabetics, Fluency, Comprehension, and Teacher Education and Reading Instruction. Interventions and/or accommodations under each area may include:

Alphabetics:

- Phonemic Awareness – the ability to identify and manipulate phonemes (the smallest sound units that make up language) in spoken words. Phonemes are combined to form syllables and words.
- Phonics Instruction – contributes to learning to read by teaching readers to use the alphabet system, which is needed to decode words, to retain sight words in memory, and to call on sight word memory to read words by analogy (accessing words that have been learned and using parts of the spelling to read new words with similar spelling). Word prediction becomes more accurate when readers can combine context clues with letter-sound cues when figuring out unfamiliar words in text.

Fluency - reading with speed, accuracy, and proper expression:

- Students benefit by reading passages aloud with guidance and feedback.
- May include: repeated reading, paired reading, shared reading, and assisted reading.

Comprehension – “essence of reading,” not only to academic learning, but lifelong living:

- Vocabulary learning and instruction - direct instruction of vocabulary required for specific texts.
- Text comprehension – intentional thinking of the reader engaged in the text through which meaning is made.
- Teacher preparation - assists in facilitating in the development of reading comprehension.

Teacher Education and Reading Instruction:

- Evidence based core reading program – provides a scope and sequence of skills to be taught and strategies to effectively teach reading skills to maximize student learning.
- School wide implementation with a common understanding and consistency in practice – providing explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- MTSS – framework to provide all students with the best opportunities to succeed, which focuses on high quality instruction and interventions matched to student need, progress is monitored frequently to make decisions about changes in instruction or goals, and data is used to allocate resources to improve student learning and to support staff implementation of effective practices.

*Additional information on evidence based reading programs and MTSS is available in the *Guidelines for Serving Students with Specific Learning Disabilities in Educational Settings* on the NDDPI website.

School teams may choose accommodations to help students with learning difficulties in both the general education and special education classrooms. The list of examples is not exhaustive, nor is every accommodation listed intended to be effective or appropriate for every student. Accommodations chosen should be based upon the needs of the individual student and determined by the school team. Accommodations may include:

- **Sample Accommodations Involving Materials:**

- Clarify or simplify written directions
- Present a small amount of work at a time
- Block out extraneous stimuli
- Highlight essential information
- Provide additional practice activities
- Provide a glossary in content areas
- Utilize audio recording devices
- Utilize assistive technology (tablets, electronic readers/dictionaries/spellers, text to speech programs, audio books, etc.)

- **Sample Accommodations Involving Interactive Instruction:**

- Repeat directions
- Maintain daily routines
- Provide a copy of lesson notes
- Use step-by-step instruction
- Combine verbal and visual information together
- Write key points on whiteboard
- Pair oral presentations with visual information and participatory activities
- Review daily

- Utilize explicit teaching procedures (advanced organizers, guided practice, demonstrate the skill, offer corrective feedback, monitor practice, review, set up independent practice)
- Utilize mnemonic devices

- **Sample Accommodations Involving Student Performance:**

- Change the student's response mode
- Priority seating
- Design worksheets from easiest to hardest (hierarchical)
- Allow extra time
- Provide an outline of the lesson
- Provide work samples
- Provide additional practice
- Utilize graphic organizers
- Utilize assignment books or calendars
- Utilize cues to denote important items
- Utilize peer mediated learning

* Information was adapted from The International Dyslexia Association document entitled *Dyslexia in the Classroom What Every Teacher Needs to Know* (2017).

Misconceptions of Dyslexia

The University of Michigan, Dyslexia Help website lists common myths relating to dyslexia. Some of the misconceptions regarding dyslexia are listed below.

- **Dyslexia can be outgrown.**

Dyslexia is lifelong. Yearly monitoring of phonological skills from first through twelfth grade shows that the disability persists into adulthood. Although many students with dyslexia learn to read accurately, they may continue to read slowly and not automatically.

- **Dyslexia is innate, incurable, and permanent.**

While dyslexia is a lifelong learning disability, early, intensive, and systematic intervention can help a student keep up and retain his/her grade level in school, as well as minimize the negative effects dyslexia can have, such as low self-esteem and poor self-concept as a learner.

- **Dyslexia cannot be diagnosed until third grade.**

Professionals can make a definitive diagnosis as soon as the child begins to struggle with learning to read, spell, and write. The sooner a diagnosis is made, the quicker the child can get help. A combination of a family history of dyslexia and symptoms of difficulties in spoken language can help identify a child with a specific disability that includes dyslexia.

- **People with dyslexia cannot read.**

Most children and adults with dyslexia are able to read, even if it is at a basic level. Spelling is one of the classic red flags alerting parents and teachers of a serious underlying problem. The student may be unable to understand the basic code of the English language and cannot break down or reconstruct (with spelling) words using codes (letters).

- **Children with dyslexia will never read well, so it's best to teach them to compensate.**

Individuals with dyslexia can become terrific readers with the appropriate intervention. It is important to test a student early in order to identify any problems and attempt to prevent major reading difficulties before they even start.

- **Only children with an IEP or 504 plan can receive classroom accommodations.**

General education teachers can provide classroom accommodations to any student, regardless of whether or not that student has an IEP or a 504 plan.

- **If a child with dyslexia reads aloud for 20 minutes per day, it will improve his/her reading.**

Reading aloud will not help a child sound out unknown words. Instead, instruction that centers on understanding sounds of individual letters and how they blend to create words will assist the student to improve his/her reading abilities. When the student is expected to read unknown words, he/she may try to memorize the shape of a word and use pictures and context clues to guess the word, which may lead to frustration.

- **Students with dyslexia see things backwards.**

Students with dyslexia do not see things backwards because dyslexia is not a problem with the eyes. While new research has demonstrated that letter reversals of kindergarten children predicted spelling at 2nd grade, typical learners may reverse letters when initially learning.

- **Children with dyslexia are just lazy; they should try harder.**

Research has shown, with the technology of functional magnetic resonance imaging (MRI), that students with dyslexia use a different part of their brain when reading and working with language. Students with dyslexia show a different pattern of brain function when reading; underactivity in some regions, over activity in others which, according to research, accounts for the difficulty students have in extracting meaning from the printed word. If students with dyslexia do not receive the right type of intervention and/or classroom accommodations, they often struggle in school, despite being bright, motivated, and spending hours on homework assignments.

- **Gifted children cannot have dyslexia or a learning disability.**

Many people with dyslexia are also considered gifted or talented and have gone on to accomplish outstanding things in their lives. Many famous authors, researchers, actors and actresses, politicians, athletes, and others from different professions have dyslexia.

- **Retaining a child will improve his/her academic struggles.**

According to several institutions (U.S. Department of Education, American Federation of Teachers, National Association of School Psychologists), there is no benefit to retention because it may not improve a student's academic struggles. These students do not need another year of the same instruction - they need differentiated intervention that is research-based, systematic, and explicit.

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- **If a child is not eligible for special education services, that child doesn't have dyslexia.**

Dyslexia comes in many degrees from mild to severe. Most children with dyslexia will not receive special education services unless they score very poorly (10 percentile or below) when comparing their level of performance to their peers or to the expected level of performance on grade level standards.

- **There is a test to determine if an individual has dyslexia.**

There is no single test for dyslexia. A comprehensive evaluation must be administered to support the conclusion of a SLD that can include dyslexia. Areas of assessment, determined by the multidisciplinary team, may include phonological processing and oral language, alphabet knowledge, decoding, word recognition, reading fluency, reading comprehension, spelling, written expression, and cognitive functioning.

- **Dyslexia is a condition that only medical professionals can diagnose.**

Even though dyslexia may be diagnosed by a physician, it becomes an educational issue when it significantly affects the student's performance in the school setting. Even when dyslexia is diagnosed by someone outside the school system, the school district is required to conduct a comprehensive evaluation to determine if the child is eligible for special education and related services.

A comprehensive evaluation may include the information obtained from sources outside the school setting as part of the process; however, the majority of assessments and tests are administered by educators who are trained in, and knowledgeable of, the instruments and procedures to successfully identify SLD in the area of reading, which may include dyslexia. To be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), assessment results must demonstrate that the disability has a significant impact on the child's learning and the student is in need of specially designed instruction.

Resources

- Center for Parent Information and Resources (CPIR)
- Council for Exception Children (CEC), Division for Learning Disabilities
- International Dyslexia Association (IDA)
- Institute of Education Sciences (IES)
- LD Online
- North Dakota Department of Public Instruction (NDDPI)
- University of Michigan, Dyslexia Help
- Learning Disabilities Association of America (LDAA)
- National Center for Learning Disabilities (NCLD)
- Teaching LD
- Understood for Learning and Attention Issues
- What Works Clearinghouse (WWC)
- The Yale Center for Dyslexia and Creativity

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References

- Dyslexia Help at the University of Michigan. (2018). *Debunking the Myths about Dyslexia*. Retrieved from <http://dyslexiahelp.umich.edu/parents/learn-about-dyslexia/what-is-dyslexia/debunking-common-myths-about-dyslexia>
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- Nebraska Department of Education. (2016). *Technical Assistance Document for Dyslexia*. Lincoln, NE.
- North Dakota Department of Public Instruction. (2018). *Guidelines for Serving Student with Specific Learning Disabilities in Educational Settings*. Bismarck, ND.
- South Dakota Department of Education 2009. Updated 2017). *The Dyslexia Handbook for Teachers and Parents in South Dakota*. Pierre, SD.
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- Yale Center for Dyslexia and Creativity. (2017). *Signs of Dyslexia*.



PK-12 Education Strategic Vision Framework

Our vision is that all students will graduate choice ready with the knowledge, skills and disposition to be successful

We will make progress toward this vision by achieving these long-term outcomes for students

- Increase students who enter kindergarten prepared to learn
- Increase students who demonstrate reading proficiency in 3rd grade
- Increase students who meet expected learning gains each year
- Increase students who engage in learning
- Increase students who graduate choice ready
- Reduce the disparity in achievement for students in poverty and for Native American students

We will drive improvement on these outcomes through focused effort within these strategic themes

Quality early childhood education

Support for safe and healthy behaviors

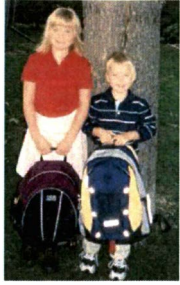
Career exploration

Quality education personnel

Quality instruction for personalized learning

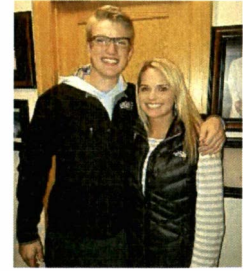
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Haley, Kindergarten

Testimony for Public Hearing
EDUCATION COMMITTEE
Public Hearing on House Bill 1461
March 20th, 2019



Haley, Senior

Good morning Chairman and members of the Education Committee.

My name is Kari Bucholz, Founder and Executive Director of Haley's Hope. Haley's Hope is a comprehensive dyslexia learning center located in West Fargo; however, we provide services to the entire state of North Dakota. We are dedicated to accurate assessment, researched based remediation, teaching academic study skills and advocacy for children and adults with dyslexia.

My journey with dyslexia started with my son Haley, just one month into his kindergarten year back in 2005. After being told he was not keeping up with the other kids in his class, our family started on a 2 ½ roller coaster trying to find an answer to our bright, young boy's academic challenges. After Title service interventions, reading 20 minutes a night, neuro appointments, eye doctors, hearing tests and private tutors, we ended up in St. Paul for the diagnosis that gave us the answer. Our son Haley is profoundly dyslexic and severely dysgraphic. I tell you this as a backdrop to why I support of House Bill 1461. Had our education and medical systems known what to look for back then, we would have understood the reason Haley could not read or write and been able to intervene sooner.

The phrase: "Kids are taught to read up to third grade, and from third grade on, they need to read to learn" is not how our educational system is working.

Because if you are dyslexic, and not identified early, meaning kindergarten or first grade, the chance of reading at-grade level by 3rd grade is simply impossible.

The fact is...If you can't read (or write) the ability to LEARN is totally wiped out.

To briefly demonstrate what I mean, I would like to introduce you to a few of the students in our ND Education system. The students we work with come from over 62 different communities in North Dakota, not just the Fargo/West Fargo Area. (Refer to list of counties)

- A third-grade girl who has been in pull-out reading services for two years, is in the 15th % for reading this year and does not qualify for any structured remediation.
 - Please turn the page to see how she did on a recent spelling test.
 - Please turn the page again and read the story she wrote about an accident she had.
- This next young child is a second grader, and has been in Title services since last year.
 - This is a letter she wrote to her mom at the beginning of this school year.
- Next, is a student in 5th grade, who has been receiving services in Title 1 since kindergarten. Sitting at 'below average', or 'on watch' every year on NWEA/AIMS web testing.
 - The first spelling test is from Jan of 2018,
 - The second is the same words in March of 2018.

I will now share with you reasons for my support of House Bill 1461.

Section 2: 1

I think we can all agree that early intervention is the key for any type of learning or medical issue. Dyslexia warning signs are noticeable as early as 1 year old and children can be accurately diagnosed at age 5.5 as long as the child has been in a structured learning environment for one year. The focus in this bill is early intervention, it states:

“The school shall offer to administer dyslexia screenings to any enrolled student through the end of the second grade.”

This means, children as early as kindergarten who are struggling with *“fluent recognition of words, poor spelling, and decoding abilities”* (per the definition of dyslexia in item 5) *“shall be offered the administration of dyslexia screenings.”*

It would be in the best of the children in our North Dakota schools to eliminate the cut-off of second grade. I ask you to consider the fact, there are hundreds of students who have already been missed and will continue to be missed if we don't open this up to ALL students, no matter their age or grade.

Section 2: 2

Regarding a *“school district may contract with, employ, and compensate dyslexia specialists....to educate and train for appropriate dyslexia screening methods, identification and intervention.”*

There are many fallacies out there regarding dyslexia, and there are many severity levels that require a trained specialist to properly identify in order to create the best intervention plan. This becomes even more critical with the extreme variety of intervention programs available to children who qualify for specific service plans. We need someone who understands dyslexia and the inherent strengths and weaknesses it brings to these children. Sometimes, less is more for them, so using a qualified outside source to train and guide our educational system is critical to making sure fidelity is used when identifying and remediating dyslexia.

Section 2:3

“The superintendent of public instruction shall adopt rules in consultation with teachers; school administrators and other stake holders, setting forth criteria for dyslexia screenings...”

It would be prudent to include the guidance of the dyslexia specialist, as they are the ones who really know what it takes to accurately identify dyslexia. Dyslexia cannot be lumped into the typical IEP qualifications, because a lot of our kids don't qualify for special education. And most of those who do, really don't need to be in Special Ed if they are identified correctly.

As a mom of a profoundly dyslexic son, I have dedicated the past 14 years trying to help as many children as I can through our non-profit Haley's Hope. When I started this journey, no

one said the word dyslexia or believed it was a specific learning difference. Fourteen years later, our son is a senior honor student and going to college next year. We did the work to get him there, or I should say HE did the work. It is sad I can't say the school did much to help him or us during this journey. I am thankful for the efforts of those who brought this bill forward. I have always hoped North Dakota could get to this stage in our education system, acknowledging dyslexia is real and being open to doing something about it.

Thank you for your time and consideration. I would be happy to stand for any questions.

Qualifications:

- Certified in Orton Gillingham based Barton Reading and Spelling System- 2008.
- Certified in Screening for Dyslexia - 2011
- Structured Literacy Teacher -The Center for Effective Reading Instruction
- Dyslexia Studies and Language-Based Learning Disability- Graduate Certificate- Southern New Hampshire University - 2016
- International Dyslexia Association- Upper Midwest Branch- Board Member
- Atlantic Seaboard Dyslexia Learning Center- Multisensory Math 1

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List of North Dakota Cities Haley's Hope Services

City	# of Students	City	# of Students
Argusville	3	New Salem	1
Arthur	3	New Town	2
Bismarck	12	Nome	1
Bottineau	1	Oxbow	1
Bowman	1	Page	1
Buxton	1	Park River	11
Casselton	7	Portland	3
Christine	1	Reile's Acres	2
Cooperstown	2	Rugby	1
Dickinson	4	Sheyenne	2
East Grand Forks	1	Strasburg	1
Edmore	3	Tappen	1
Ellendale	1	Thompson	2
Enderlin	3	Tower City	5
Fargo	163	Valley City	1
Finley	1	Wahpeton	1
Grafton	1	Walcott	1
Grand Forks	4	Wolford	1
Gwinner	1	Washburn	2
Harwood	5	Watford City	2
Hillsboro	3	West Fargo	70
Horace	8	Williston	2
Hunter	2		
Jamestown	4		
Kindred	4		
Kulm	1		
Langdon	2		
Leonard	2		
Lidgerwood	1		
Lisbon	1		
Mandan	2		
Manvel	1		
Mapleton	1		
Mayville	4		
Mekinock	1		
Milnor	1		
Minot	6		

Statistics

Total population of North Dakota 755,393

Total dyslexic population of North Dakota **151,078**

Total population of school-age kids in North Dakota 108,943

Total dyslexic population of students **21,788**

References retrieved from:

ND Department of Public Instruction; 2018-19 School Year

Yale Center for Dyslexia and Creativity;

20% of the population has some form of Dyslexia

National Institute of Health;

one in five people across the nation has dyslexia

Initial Assessment Spelling

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Number	Spell Word	
1	Saf	Safe
2	ugnst	against
3	Smaht	smashed
4	Emete	empty
5	Ston	Stone
6	ochin	ocean
7	dap	damp
8	gras	grass
9	lach	Lunch
10	hop	hope

STches

1 Day I was playing with
my kas in so ~~my~~ brother

sed cum chas me I sed
had I ran from Basil arob
The table

I try to run fall back
I ran into a table to my lip.

I felt so

~~We~~ we went to The E.R. when we
wrt her than fort

wore I realized not to run

in the nurse

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Dear mom 😊

school si going grad

we b16 STEAM Bins

and I Math how Frens!

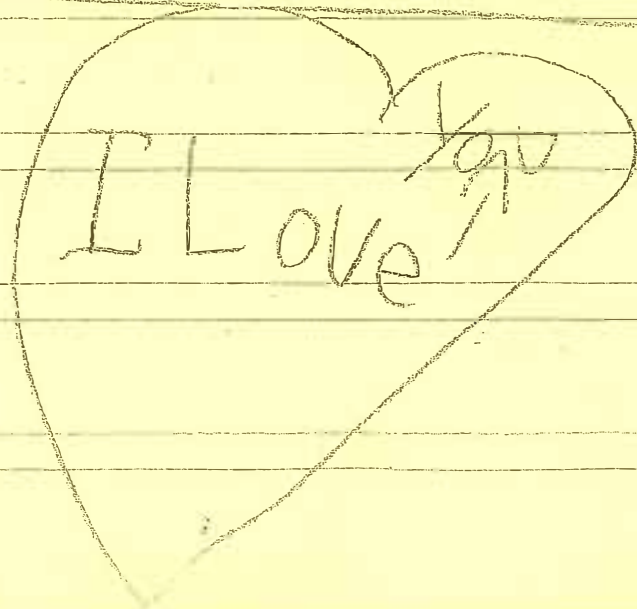
I I'm Feeling, h'v is

But I things I will

Be grad! PS I Love You!

PSS bot Frgit I Love you!!!

Love



5th grade
3-26-2018

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Instructions: In the spaces below, record each word your teacher provides you.	Correctly Spelled Word (2 points)	Correctly Spelled Feature (1 point)	Incorrectly Spelled Word & Feature (0 points)
1. plentiful	2		
2. enlighten	2		
3. disruption			0
4. cushion			0
5. indentation			0
6. graceless			0
7. inquis			0
8. digress			0
9. multiplication		1	
10. electrify			0
Total Points (20 possible)			

5th grade

1-18-18

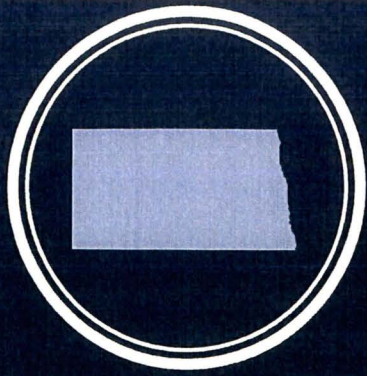
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Instructions: In the spaces below, record each word your teacher provides you.	Correctly Spelled Word (2 points)	Correctly Spelled Feature (1 point)	Incorrectly Spelled Word & Feature (0 points)
1. Pelentlful:		1	
2. in liften		1	
3. dis rubson			0
4. discoshon			0
5. indentashon			0
6. durashes			0
7. im unis			0
8. digusten			0
9. multiplacashon			0
10. electerishen			0
Total Points (20 possible)			



North Dakota State Snapshot

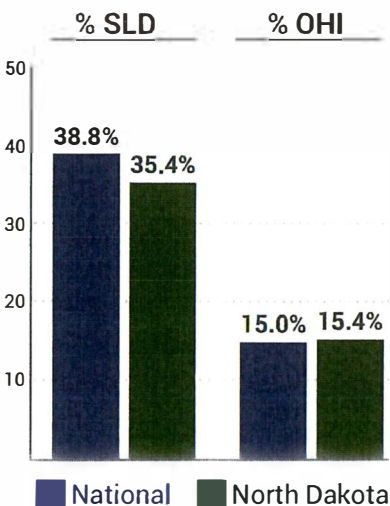
Nationwide,
12.2%

of public school students received special education in 2013–2014.

In North Dakota,
12.4%

of public school students received special education that year.

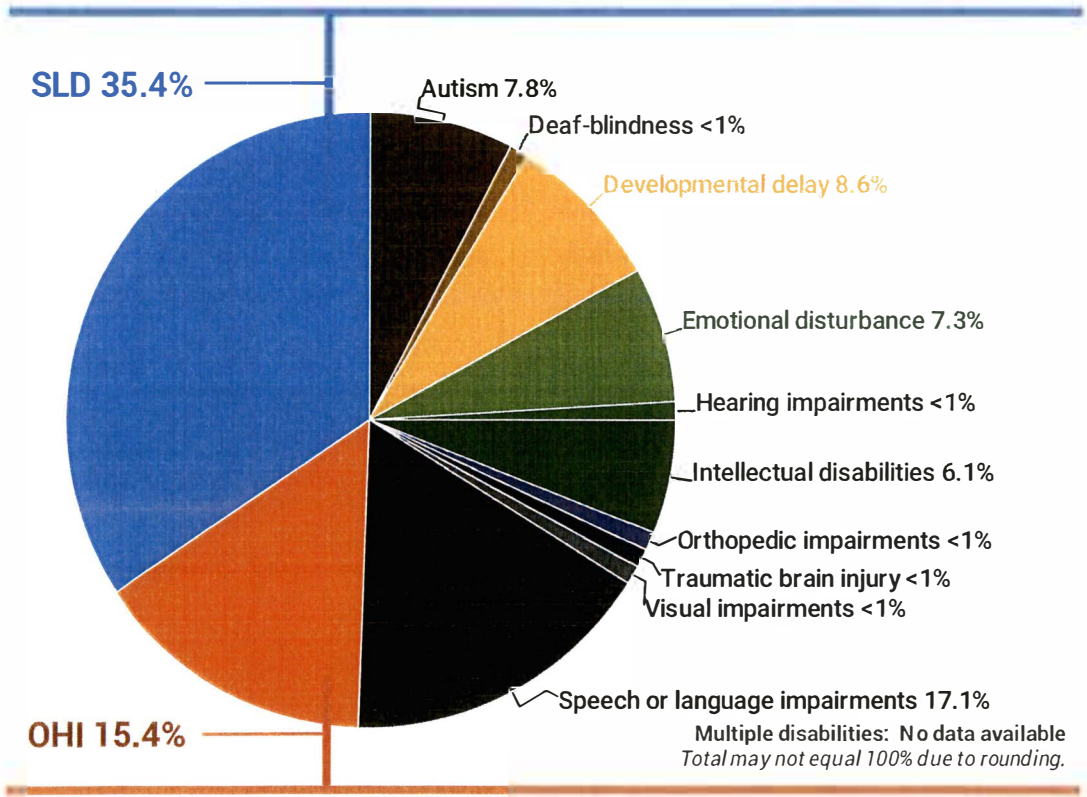
Rates of SLD & OHI among students receiving special education in 2015–2016



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4,242 children

were identified in 2015-2016 with **specific learning disabilities (SLD)** in North Dakota, where they accounted for the largest of the 13 disability categories covered under special education law.

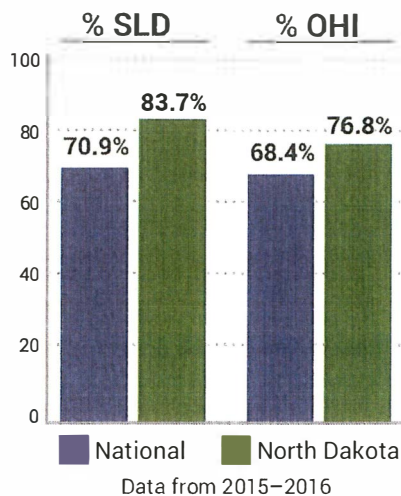


Children are often classified under the category of **other health impairments (OHI)** when ADHD is the primary reason they qualify for special education. OHI can cover other health conditions but is used here as a rough proxy for students receiving special education who have ADHD.

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Educational Environment

As detailed in this chart, many students receiving special education spend 80% or more of the school day in general education classrooms. Inclusion can improve outcomes— if teachers have the skills needed to help diverse learners.



State Literacy Laws

North Dakota law requires students to be tested in reading in grades K–3 and all struggling students to receive intervention.

North Dakota does not have a law focusing specifically on identifying or addressing dyslexia, though 26 states in the country do.



Discipline

Nationwide, students with disabilities are more than twice as likely to be suspended as those without disabilities, and the loss of instructional time increases the risk of academic failure and school aversion.

In North Dakota students identified with SLD or OHI accounted for

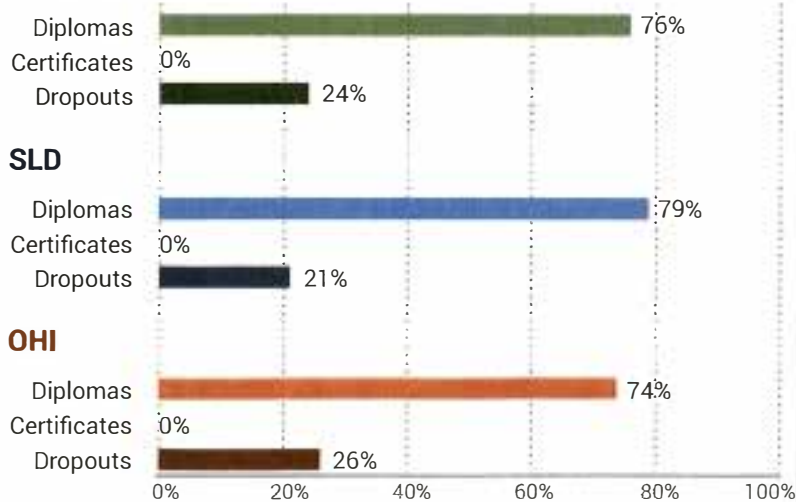
46.7%

of students with disabilities who received out-of-school suspensions in 2014–2015

Leaving High School

Students with learning and attention issues are as smart as their peers and, with the right support, can achieve at high levels. But too often students with these issues leave school with a certificate of completion—instead of a regular diploma—or drop out altogether. Here’s a look at outcomes for students receiving special education in North Dakota, where **86.6%** of all students graduated in 2014–2015.

All special education



Data from 2014–2015

Totals may not equal 100% due to rounding.

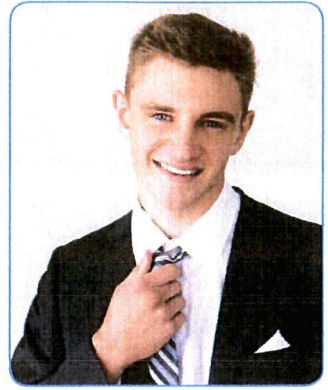
Sources: [IDEA 618 data](#), [Civil Rights Data Collection](#), and [White House graduation data](#).

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OUR MISSION is to guide individuals affected by dyslexia through a comprehensive approach of screening, early intervention, education and advocacy.

JAKE'S JOURNEY

Jake Miller was never good with spelling. He had a hard time formatting sentences. Math was daunting. He needed repeated directions and was only able to take it one step at a time. Talking to people of authority was tough. That is until Joann, Jake's mom, ran into Kari, the Founder and Executive Director of Haley's Hope. She was telling Kari how Jake struggled in school and Kari advised her to bring him in to be tested. Jake was 10-years old then. They discovered he was Dyslexic and immediately created a plan.



Jake Miller

There was a time when math became even more difficult for Jake. Kari often stayed after hours with him and set up a meeting with his teacher to ensure she knew exactly what he needed to focus on. Kari even went as far to take a 2-week training out-of-state to learn how to best help Jake and eventually other students. Jake was amazed by her dedication.

He continued tutoring at Haley's Hope until he was 14. While working with Kari and the amazing team at Haley's Hope he learned a lifelong lesson — NEVER GIVE UP! Jake is more confident talking in public now. He recently did so for an open house at Lake Region State College in Devils Lake, North Dakota, where he attends school. He presented to parents and new students interested in the Wind Turbine Technician career path.

This past summer, Jake worked in Sitka, Alaska as a deckhand. He was tested daily in how he communicated with his peers and superiors. He had to learn the boating language, which also meant expanding his vocabulary. He strongly believes that if he didn't work with Kari all those long nights and push himself, there is no way he could have done it.

The week before flying up to work in Alaska, Jake showed up unexpectedly at Haley's Hope. He said that Kari began to cry, because she was so happy to see him. They talked for a few hours about life and she showed him how much they had grown by adding new employees and teaching more students. Jake knew this new adventure would be challenging, and a stop at Haley's Hope beforehand was exactly what he needed. Kari reassured him he was ready, that he'd do amazing working up there and to set fear aside. That dose of inspiration and all of the hard work he had put in before, set him up for success.

Jake finished working on the ocean and went back to Lake Region State College. After one week of being back, he was climbing wind turbines and working with all sorts of wires. Again, another challenge was put before him, so he knew what he needed to do. He stayed up late studying the layout of the tower, every detail. He now knows he needs to break things down to better understand and ask more questions.



He put in the work to learn it. Kari always taught him to believe, to push himself to learn the information and not to be lazy! Jake thinks of Haley's Hope as one place that he can always count on if he needs help. He has learned great techniques that will help him grow well into the future.

Pictured left to right: Marcus (older brother), Jake, Hunter (younger brother), Joann (mom) and Terry (dad)

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HURRAY FOR HALEY'S HOPE!

"For your ears and eyes, we are forever grateful. The strides he is making and the progress continues to show both at home in his reading and in his academic work. I can't wait to see how his growth and confidence changes over the next year. Diane is a gifted teacher and I am so thankful Haley's Hope found her. She is a blessing in Ben's life."
- Terri, Parent of a 2nd grader

"Mason read to us last night, and I can't believe it! He was confident, read clear, concise, and was able to sound out words I would have had to sound out to him months ago. We were blown away! First time ever he is requesting to go to the public library.... Brenda has done a great job thus far and a big shout out to her. Seeing the confidence in him is priceless!
- Stacey, Parent of a 7th grader

"You amaze me with your **STRENGTH** and **POISE!** You are clear headed, **KNOWLEDGEABLE**, straight shooting and bring the facts to the table. I am very emotional about our sweet girl and we will fight for her in ANY and every way. It was a **GIFT** to have you there and simple words will **NEVER** be enough. So **THANK YOU!**"
- Received after attending an IEP meeting

"This scholarship is greatly appreciated. Thank you so much. Haley's Hope has been wonderful for my children. I hope someday I will be able to give back to other families who need financial assistance with this wonderful program."

DO YOU KNOW?



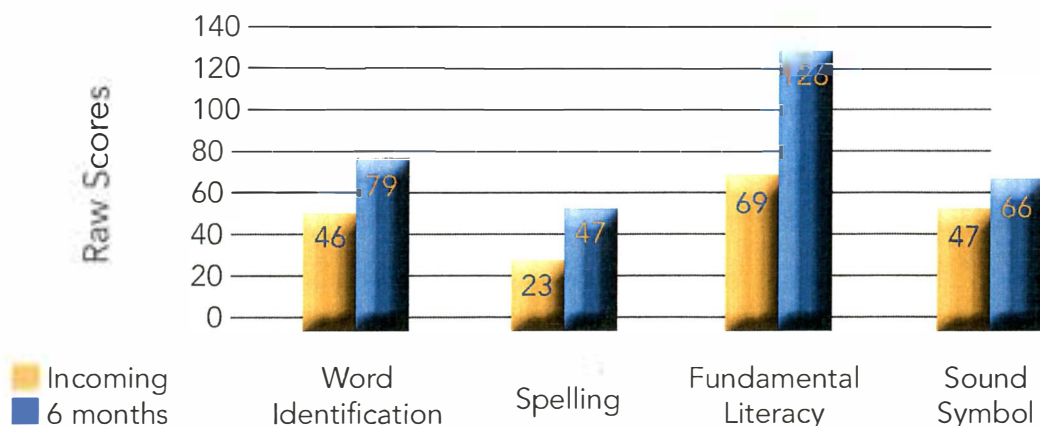
We have helped over **598 families** since opening.



Active students tutoring with us represent **38 towns** and **72 schools**.

Over **8,358** sessions were taught in 2018. This is **↑ 1,385** sessions from 2017!

Average Improvement after 6 months of 1-on-1 Tutoring



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Testimony in support of HB-1461

Sarah Robinson, Ph.D, CCC-SLP
Associate Clinical Professor
Communication Sciences and Disorders
University of North Dakota

I. Dyslexia definition and misunderstandings

- A. Dyslexia is a neurologically based disorder characterized by difficulty with word decoding, word recognition, spelling and writing. It affects approximately 11.8% of school-aged children.
- B. 76% of the public and 59% of teachers understand dyslexia to be seeing letters backwards according to a 2017 study.
- C. This vague understanding is also evident in the North Dakota Department of Public Instruction's Guidelines Manual, which does include a comment under the description of a specific learning disability. "Note: Dyslexia is associated with a specific learning disability in the area of basic reading skills." There is no real definition of dyslexia provided.

Lyon, G.R. (2003). Defining dyslexia, comorbidity, teachers' knowledge language and reading: A definition of dyslexia. *Annals of Dyslexia*, 53:1-14.

Macdonald, K., Germine, L., Anderson, A., Christodoulou, J., & McGrath, L. (2017). Dispelling the myth: Training in education or neuroscience decreases but does not eliminate belief in neuromyths. *Frontiers in Psychology*, 8 (1314), 1-16. doi: 10.3389/fpsyg.2017.01314

Moats, L. C., & Dakin, K. E. (2008). *Basic facts about dyslexia and other reading problems*. Baltimore: The International Dyslexia Association.

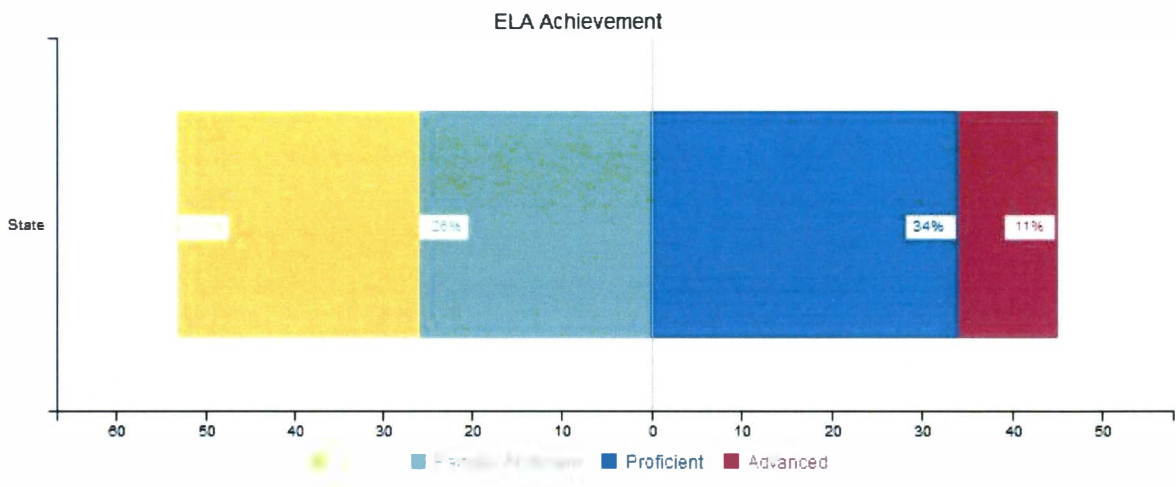
II. Understanding the ND impact

- A. In North Dakota reading is assessed under the umbrella of ELA or English Language Arts. The results are illustrated in the graphs below taken directly from ND DPI.

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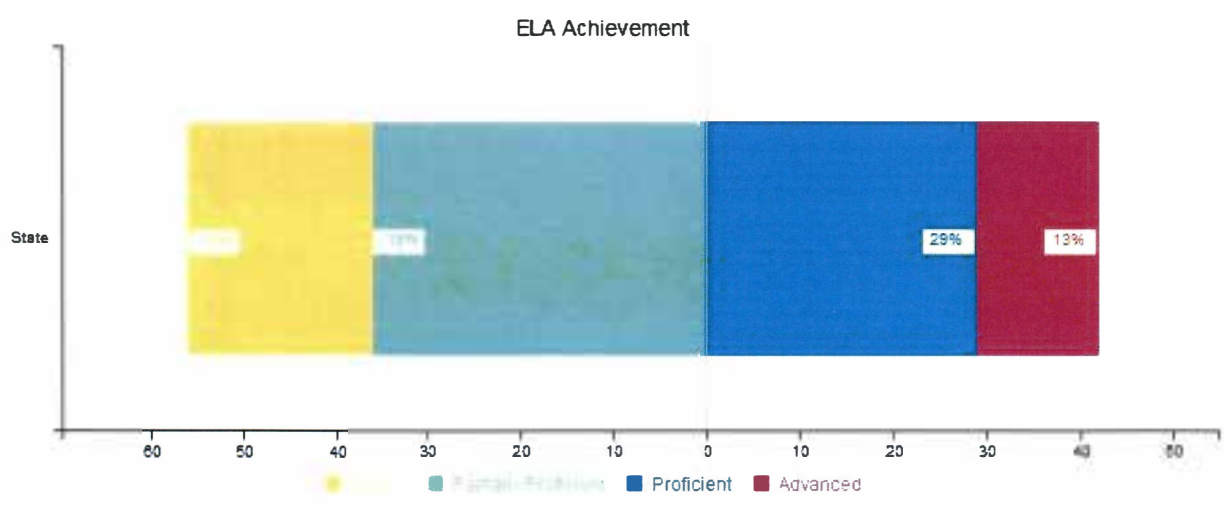
2017 Results:

Grade 3



- This graph shows that 27% of all 3rd grade students in ND schools cannot read at basic levels. This means that over 29,000 3rd graders in ND cannot read.
- Another 36% of all 3rd grade students in ND schools cannot read at levels that are only partially proficient = 58,093 students.

11th Grade



- This graph shows that 20% of all 11th grade students in ND schools cannot read at basic levels and another 36% are only partially proficient. By 11th grade, 53% of ND students have not reached a proficient level. This is over 1/2 of all students in our public schools.

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- A second source is data from the National Assessment of Educational Progress (NAEP). All students in ND take this test in reading in 4th and 8th grade. As you can see from this national data, our scores are even worse than the state data reflects. Sixty-six percent of 4th grade students in ND are reading below proficient levels.
- 4th grade scores are significantly (-3 pts) lower than the national average.

GRADE 4 READING



Percentage below Basic, percentage at Basic, percentage at Proficient, percentage at Advanced, percentage at or above Proficient and average scale scores for grade 4 reading, by All students (TOTAL) and jurisdiction: 1992, 1994, 1998, 2000, 2002, 2003, 2005, 2007, 2009, 2011, 2013, 2015, and 2017



- Not all 66% or 73,734 students reading below proficient levels have dyslexia. According to known incidence rates, however, about 13,500 of them likely do have dyslexia and they are not being identified and therefore not taught correctly.

U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2017 Reading Assessment.

III. Key elements of HB 1461

- A. Worthwhile to point out that we are one of only 8 states with no dyslexia legislation
- B. Credential for dyslexia – as of January 1, 2019 a teacher can become a special education teacher with 1 course in assessment of reading difficulties and 1 course in treating reading difficulties.
- C. “Offering screening” and notify parents of the results
 - 1. The purpose of a screening is to separate students that need additional assessment from those that do not
 - 2. As the bill is currently written, schools will screen for dyslexia and simply notify parents. Then what? Are we not then required to provide assessment? How will we assess? And after the assessment, what services will be provided?
 - 3. 22 other states currently mandate dyslexia screening and another 13 states are currently considering laws.
- D. Appropriate evidence-based instruction must be included in the bill.
 - 1. We know that children with dyslexia need systematic, multi-sensory, phonemic based instruction. It works and other approaches do not.
 - 2. There are a number of programs that meet these requirements.

Pokorni, J., Worthington, C., & Jamison, P. (2004). Phonological awareness intervention: Comparison of Fast ForWord, Earobics and LiPS. *Journal of Educational Research, 97* (3):147-158.

Simos, P. G., Fletcher, J., Bergman, E., Breier, J., Foorman, B., Castillo, E., Davis, R., Fitzgerald, M., & Papanicolaou, A. (2002). Dyslexia-specific brain activation profile becomes normal following successful remedial training. *Neurology, 58* (8):1203–1212.

Torgesen, J., Alexander, A., Wagner, R., Rashotte, C., Voeller, K., & Conway, T. (2001). Intensive remedial instruction for children with severe reading disabilities: Immediate and long-term outcomes from two instructional approaches. *Journal of Learning Disabilities, 34*(1): 33-58.

E. Training

- 1. It is evident that in ND, there is lack of understanding on the nature and etiology of dyslexia. Evidence also suggests that training all teachers in dyslexia helps reduce the number of students needing specialized instruction.

IV. Anticipating opposition

A. It is difficult to understand why anyone invested in educating children in ND would oppose this bill. I do believe, however, that the lack of understanding leads educational leaders and teachers to think that they are already doing what the bill suggests.

1. Screening – Many schools already screen early literacy. These screening tools are not specific and include tasks such as naming upper and lower case letters. Neither of these tasks are appropriate or considered evidence-based for screening dyslexia. I challenge anyone opposing the screening mandate to name even one evidence-based dyslexia screening tool.
2. The same point can be made about assessment. Schools do not currently engage in differential diagnosis of reading disorders. Students struggle with reading for different reasons. Intervention should be designed to meet those identified deficits. The Comprehensive Test of Phonological Processing (CTOPP) is a commonly used assessment tool to diagnose dyslexia. I do not know of a single school district that owns this assessment tool.
3. According to the Every Student Succeeds Act, schools are required to provide evidence-based instruction to improve student outcomes. Schools are not providing evidence-based instruction for children with dyslexia.

Some examples of programs that are being used as evidence-based reading instruction:

1. Reading Recovery – this program was not designed for students with reading disabilities or dyslexia according to Marie Clay, the developer of Reading Recovery
2. Read 180- no evidence that it leads to improved reading in students with reading disability or dyslexia
3. Fast ForWord- a study shows that students made the same amount of gains in literacy after using Fast ForWord as students who played video games for the same amount of time.
4. Langauge! – students showed no gains after a year of instruction

4. The Multi-tiered Support System (MTSS) design is hurting, not helping these children because we are not spending the time to diagnose dyslexia.

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Testimony to the

Senate Education Committee

Prepared March 18, 2019

By Rachelle Kane, Parent

Regarding: SB 1461

Thank you Chairman Schaible and members of the committee. It is an honor to be here this morning and to have the opportunity to provide testimony on Senate Bill 1461.

My name is Rachelle Kane and I am a parent of a daughter with dyslexia. My daughter Ava is a perfect example of how important early screening and proper Orton-Gillingham instruction is to these students.

I began to see my daughter struggle with reading in the middle of first grade. I went to her teacher and she suggested we just work harder at sight words and increase our reading time. We did this but my daughter continued to struggle. I found a tutor that just happened to be OG trained and knew the signs of dyslexia. After a few weeks of working with Ava, she had concerns and suggested we have her screened for dyslexia. Knowing this was something that ran in our family, we opted to do the full evaluation right away. In the fall of her second grade year, my daughter was found to be dyslexic.

The next part of our journey was to go to the school and seek help with some accommodations Ava might need in the classroom. My first meeting was with the school intervention team. Some of the members on the team were not on board with what I was trying to do for my daughter. They tried to discredit the evaluation and information I was providing the team. This was a very tough meeting. The team told me they would have to "wait and see" and perhaps call another meeting in a few months if Ava continued to struggle. Their approach was to let my daughter fall further behind and then implement a plan to help her. A few months later, Ava's teacher began to see that she was indeed struggling to keep up and read at grade level. The teacher was able to convince the team to meet again for a second time. At this meeting, I was met with less resistance. The team seemed more understanding. Ava had a 504 plan set up for her that day. Every year we now meet with the school staff at the beginning of the year and discuss Ava's progress and any new concerns. We have been lucky that the team at my daughter's school has been so wonderful. Many other children in our district are not so lucky.

Every parent of a dyslexic child, in this room, has had to fight for appropriate education and accommodations for their child. This should not have to happen. Many parents feel overwhelmed and don't know what to do and are left feeling helpless when they are told there is nothing the school can do for their child. We have been told "dyslexia is not a real thing" and our kids "aren't doing badly enough" to warrant any type of help in school.

As of right now, the only tutoring available to a dyslexia child is through private tutoring. This has proven to be very effective but the financial burden on families can sometimes be too great. Extra

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tutoring can sometimes take away from the student's ability to participate in extracurricular activities and just feel like a normal kid. I think putting the tutoring in the schools would also help kids identify with kids just like them. This would increase their confidence and support a positive self-esteem.

My daughter will be heading off to middle school this fall. Again, I will find myself advocating for her and getting the appropriate learning accommodations she will need to be successful. I can only hope the school will be receptive to the information I provide. The one thing I am certain of is that Ava will be able to tackle anything that comes her way. Because we were able to identify her problem early, it has helped Ava become a very confident young lady. Dyslexia is a part of who she is and we embrace it.

I hope you understand how important Senate Bill 1461 is to the future of our children. We need to identify children with dyslexia early and offer the research based interventions that will help them be successful. Every child deserves an appropriate education. Senate Bill 1461 would help make this a reality.

Thank you for your time,

Rachelle Kane, Parent

rachellekane@hotmail.com

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Testimony to the

Senate Education Committee

Prepared March 18, 2019

By Ava Kane, 5th grade student

Regarding: SB 1461

Thank you Chairman Schaible and Committee Members for the opportunity to speak to you about Senate Bill 1461.

My name is Ava Kane. I am a fifth grader at Liberty Elementary School. I was diagnosed with Dyslexia at the beginning of second grade. Reading and spelling was hard for me. I would often guess at words because I had a hard time sounding them out. It would take me a long time to read a book. I also found it hard to read out loud because I wasn't sure of the words.

I started going to Inspiring Minds for tutoring. My tutor, Pam, taught me spelling rules to help me remember the words and how to spell them correctly. Pam makes learning fun for me and I love how much better I am getting at reading. I can now read really well and am proud of how much my test scores have gone up. My reading fluency is still a challenge but it is getting better thanks to Pam and my teachers.

What I want you to know is that everyone is unique and we all learn differently. Dyslexia is a learning difference. Schools should be supporting kids like me in giving us the appropriate teaching we need at school. I go to tutoring twice a week. Some days I feel like my brain is fried. It would be so great to have the help I need in school so that I don't feel so tired.

Because of the help I have received, it has helped me to do great things. I really want you to pass this bill so that other kids can get the help they need. Everyone should have the chance to be successful in school and feel good about who they truly are.

Thank You

Ava Kane, 5th grader

When Coridon started preschool at the age of 3.5, I began to notice subtle differences compared to his peers. Coridon couldn't recognize his name for check-in because it took him longer to learn how to recall letters, spell, and write his name. His teacher commented on how she couldn't understand him, so his speech was evaluated. He spent a year and a half in speech therapy. Then at the age of 4.5, pre-K was more structured with lessons to be completed at their table spot, his behavioral issues became more apparent. Instead of wanting to sit and do the assignments, he acted out. Searching for help, I read mommy blogs, various parenting styles, and how to discipline a spirited child, but nothing seemed to help. The stricter I was, the more he rebelled. I would constantly ask myself, is this developmental, is this behavior normal, and can he even hear his teachers? Searching for the cause of his behavior, I even had his hearing evaluated, which came back normal. I kept an open dialogue with his teachers, trusting in their professional opinion.

The phone calls from school directors, teachers, and the office secretaries began in pre-K and continued through first grade. My son is bright, inquisitive, and enjoys conversation; yet, I would receive calls about his behavior, defiance, and being off-task. With each call, I grew more frustrated. The labels, such as "bad" or "naughty" quickly started in pre-K and continued through Kindergarten, and I could tell it affected his self-esteem because he began to believe those false labels. Each parent-teacher conference went the same as the one before, Coridon is bright, but he has trouble focusing, listening, and he is behind on letters, numbers, and the list went on. The only positive I would cling to is that every teacher always said how incredibly empathetic and helpful he was to his friends. He would be the first to console a friend. After his first parent-teacher conference in kindergarten, the achievement gap between Coridon and the majority of his peers was evident. He was behind on sight words, slow to recognize and recall letters and some numbers too. I spent thousands of dollars trying to get him caught up at Sylvan. We practiced daily using flashcards. We read the take-home books weekly. But reading became a dreaded battle, we argued and negotiated. Sight words were challenging because he would memorize the order of the words instead of learning how to recognize the spelled words. My son was simply not getting it!

I struggled for answers, I've read to him since he was an infant. I felt as if we were both sinking, me with parenting and him academically, and by the end of kindergarten, we were both exhausted. He continued tutoring four days per week through summer vacation. He made little to no progress. Coridon started first grade at a beginner kindergarten reading level, it broke my heart. I spent many nights crying and worrying about my son's psychological development, social development and academic achievement. Finally, a month into first grade, his teacher recommended that I take him to get tested at Inspiring Minds. She told me it would be an out-of-pocket expense, but it would be a game changer for him. She was very cautious to even mention the word "dyslexia" to me. I immediately contacted Inspiring Minds and the process felt like an eternity. We waited over a month for testing, another month for results, and then another month for tutoring to begin.

After 3.5 years of watching my son struggle, Coridon was diagnosed with dyslexia. Initially, I cried for 3 days and was angry that it took this long. I felt like kindergarten was a wasted year because he was being forced to learn to read using an inappropriate reading system that has been scientifically proven not to work for children with dyslexia. I felt like I failed my son. I felt his teachers and the school system failed him. As I learned about dyslexia, I realized that for 3.5 years, Coridon demonstrated classic early warning signs for a student at risk for dyslexia. If teachers were educated on dyslexia, perhaps Coridon's struggles would have been alleviated with early screening and identification. If reading was introduced to him using the Orton-Gillingham approach, how different would kindergarten have been for him? We cannot dispute the research, the evidence based interventions, and the federal law that recognizes dyslexia as a learning disability. We must look at what other states have accomplished and recognize this as an opportunity to do what is right for our children and educators in North Dakota by voting to pass Senate Bill-1461.



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MOORHEAD CENTER
2912 15th Street South, Suite C, Moorhead, MN 56560
Phone: 218-359-0505 ♦ Fax: 218-359-0506
E-mail: moorhead@readingtherapycenter.com

March 20, 2019

My name is Chontelle Hansen and I am the director of the Reading Therapy Center, Inc., located in the Fargo/Moorhead area. Our students represent various school districts in North Dakota, as well as varying ages from kindergarten through early-adult.

I want to pose a question to you this morning. Do you know someone who struggles to read? Chances are you do- it could be a son or daughter, mother or father, cousin, aunt or uncle, friend, or colleague.

However, it is not something we often talk about, because there seems to be a stigma attached to it. A stigma attached to the word dyslexia.

Medical research, in the area of literacy, has probed into the cause and the incidence of dyslexia. We, in education, need to be knowledgeable in these truths and cognizant of the fact that dyslexia can be treated. We in education cannot be reluctant to embrace the research that has been conducted. House Bill 1461 is a start in the right direction to address this with a solution.

Over the past sixteen years, I have had the opportunity to witness first-hand, both the struggles and triumphs of students with dyslexia. I have had the opportunity to walk beside families as they strive to do all they can to help their child. I have also sat with classroom teachers who see their students struggling, wondering how to best support them. Personally, I have walked this path as a parent, striving for advocacy for my children and opportunities for true remediation.

Since the 1970's there has been significant growth in the understanding of literacy. Decades of research have led to specific skills being identified, such as phonological awareness, and terms redefined, such as dyslexia. In the late 20th century, neuroscientists began to determine the neural pathways and cognitive functions that influence reading development. Dyslexia, by definition, is a disability that is neurobiological in nature. At its very core, children and adults with dyslexia are unable to understand and perceive syllables and phonemes in spoken words with ease, which is termed weak phonological awareness skill. This leads to difficulty with reading and spelling.

While decades of research have led to greater awareness of dyslexia, and deeper understanding of its cause, social myths continue to be prevalent even within our schools. The need for teacher and administrative trainings is imperative. Without proper awareness, a struggling first-grader can become a ninth-grader who has given up on school and themselves. I hear stories of teachers and administration

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who hear the words “profoundly dyslexic” and instantly perceive this as a student who has low intelligence and lack of ability. The need for understanding is vital, the need for awareness is great.

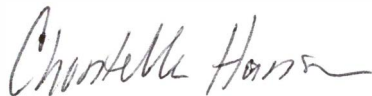
Study after study confirms that students “at-risk” in Kindergarten continue to be in the lower ranks of reading achievement as they move through third grade. Dyslexia does not go away on its own. Accurate information must be facilitated throughout ND schools and given to parents. This does not mean a half-day training on dyslexia, but rather a continued effort to focus on this issue throughout each school year. Training to identify early warning signs, listening to parental concerns, and understanding what dyslexia is – from both an educational and medical standpoint – appears to be vital.

While early identification is key, as noted in House Bill 1461, actions taken after a student is identified can be critical. According to Dr. Sally Shaywitz, a leading researcher in the area of dyslexia, neural systems for reading are malleable and respond to effective intervention. Pre and post brain imaging scans after specific intervention, using fMRI technology, continue to demonstrate increased activation in the neural systems for reading. This simply states what we see every day in our office, hope. There is hope because with the correct intervention, dyslexia can be remediated. There is hope because cognitive changes can occur, students can learn to read with greater ease, and students can turn their frustrations into confidence. However, this hope and confidence can only come from awareness and proper training.

The type of intervention, as well as the intensity, is imperative in addressing dyslexia. However, even a research-based program can be taught incorrectly. Even with the best of intentions, teachers can provide inadequate instruction. That is why training and knowledge are so important. House Bill 1461 strives to address this issue. It strives to begin providing both students and teachers with the information they need.

Dyslexia can be seen through different lenses, whether it be educational, medical, or personal. The term itself can bring about a feeling of defeat. It can bring children to tears and parents to despair. I have seen this over and over since beginning my work in 2004. However, I have also seen immense joy when the right intervention is implemented, and students feel accomplishment. I have seen confidence soar and dreams become reality. This is what House Bill 1461 is trying to achieve. It is trying to take away the fear and stigma of dyslexia, and in turn replace it with understanding, training, and education.

Chontelle Hansen



Director/Instructor, Reading Therapy Center, Inc.

B.S., Special Education, Specific Learning Disabilities; Minnesota State University Moorhead

M.S., Special Education; Minnesota State University Moorhead

Experience: Teaching in the field of dyslexia since 2004

Thesis topic: *Early Identification and Intervention within a Kindergarten Setting*

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Testimony of Nicole Leininger

Sixty-sixth Legislative Assembly of North Dakota

Testimony for the Legislative Assembly of North Dakota for House Bill 1461

Thank you, Chairman Schaible and members of the committee. My name is Nicole Leininger I am more than happy to testify in support of House Bill 1461. It is my hope that through my testimony and the testimonies of others who are here to share their stories and expertise that the committee will understand that dyslexia is unlike any other learning disability and with the appropriate interventions a dyslexic student can have the most profound improvement in spelling, reading and writing. In turn, these interventions will raise self-esteem, confidence and provide a dyslexic student with a bright outlook to his future. I can say this with certainty because I have experienced this amazing transformation with my own son. My youngest son graduated from Century High School in 2018, I have no reason to be here except I don't want any other student to go through what he did. Through my testimony, I will describe what school was like for an undiagnosed dyslexic child and the life altering outcomes that could be prevented if we screened students for dyslexia and had resources for our teachers when the obvious signs of dyslexia surface.

I feel our son had very caring teachers, from Kindergarten through 2nd grade each of his teachers made a point to inform us of his difficulties with learning his letters, the sounds of the letters and memorizing sight words. His 2nd grade teacher took the time to write an in-depth letter stressing her concerns with his speed of reading. He was reading 32 words/minute at a stage he should have been reading 55 words/minute. I would personally spend time helping him every night. It always amazed me that the words he spelled correctly at home the night before a spelling test were the same ones he spelt wrong on the test. He would often spell words without vowels. I remember routinely asking him, "does that even look like a word?" He would often use capital B and D in the middle of words or use small b and d incorrectly. He had no rhyme or reason to which words in a sentence he would capitalize. Listening to him read was, to be honest, painful. He would often replace a difficult word with a simpler one that began with the same letter. For example, turtle would be read as tank.

Due to his misunderstood challenges and the large class sizes, we transferred him to a small private school with hopes he would "catch up" to students his same age. His math and science skills were far superior to anyone his age, but anything related to spelling, writing and reading was a struggle.

About two months into his first year at his new school his 3rd grade teacher suggested we have him tested for ADHD. Her reasoning for the testing was, ~~the~~

is a bright boy but is having difficulty reading/decoding words and in written expression." Think through that...Difficulty reading/decoding words and in written expression, what part of that sounds like Attention Deficit Hyperactivity Disorder?! In 2008, this caring and concerned teacher knew something wasn't quite right, his problems with spelling, reading and written expression didn't match his intelligence level seen in all other areas, yet there was no other options for help. I was glad that she cared enough about my son to suggest testing and we felt it was worth a try since we were aware that these have been ongoing issues. His testing showed "mild ADHD". When I inquired about his poor spelling results, I was told that spelling was not a disability. At the time I told the testing committee that I didn't want him labeled with a disability but I was concerned that his spelling was so horrendous it had to affect his writing, reading and reading comprehension if nothing else. There were no suggestions offered accept to spend more time on spelling words. He was put on medication for his ADHD diagnosis. His grades did improve so we felt we were headed in the right direction at least. I have always been a "hands on" mother and have respected his teachers and appreciated their insight on my son since they were with him seven hours a day. But, knowing what I know now, I would do anything to go back in time. A wrong diagnosis is worse than no diagnosis and his ADHD diagnosis proved to nearly be a disastrous one.

Fast forward to 9th grade. His grades began to drop; within a month into the school year he was failing Spanish miserably. He was no longer the outgoing, happy go lucky kid he used to be. Concerned, we started doctoring with the thought that maybe his medication wasn't as effective due to puberty. He was put on multiple different meds, all which made him sick in one way or another. We even doctored at the Mayo Clinic in Rochester hoping the doctors there could provide some insight; we came home empty handed. Eventually he was withdrawn from Spanish and placed in CTRE, a tutor-centered study hall. He took himself off his medication; he was fed up with the way it made him feel depressed and he was struggling academically on his medication so why take it. My son, who was an extremely intelligent kid, was spiraling downwards. The same kid who built, programmed and flew drones via FPV goggles (first person view), made a hydrogen generator for a class project and assembled his own computer, couldn't get acceptable grades in many of his classes. With my son's permission, I made contact with his counselor and all of his teachers. I let them know the struggles he was going through and asked if there was any extra credit he could complete or if he could be given a second chance to turn in missed assignments. I asked if any of them had any suggestions, I offered to purchase study materials or extra resources that I would donate to the school for others to use. Some of his teachers were very kind and understanding, others felt I was an overprotective mother making excuses for my kid. A couple suggested he just needed to apply himself and try harder. None of them had any helpful suggestions. I was truly at my wits end. I couldn't put my finger on it, but I wasn't going to let my kid feel like a failure or think he wasn't smart. His self-esteem at this point was so far gone; I didn't know what his future would hold.

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Near the beginning of my son's sophomore year his counselor spoke to him about various two-year programs and kindly expressed the fact that college isn't for everyone. What his counselor didn't know at the time is that my son has wanted to be a pilot since he was six years old. To add insult to injury, six months after he quit his ADHD medication he learned that the medication he was on was considered a "no fly" medication. This meant that simply because he was once on the medication the FAA would not allow him to obtain his 1st Class Airmen Medical Card, without completing a long list of requirements. Even after completing the requirements, issuance is not a guarantee. A 1st class medical card is required for anyone who plans to become an Airline Transport Pilot (ATP). It was just one more punch in the gut for a kid who was already barely hanging on.

I spent hours researching without any idea of what I was really looking for. I just knew there had to be a piece of the puzzle I was missing. I knew how much my kid cared about his grades and I was well aware of his intelligence level. At this point he felt as if his teachers looked down on him. He floundered and simply accepted his poor grades as being the best he could do. I felt helpless, I felt like a failure, it was so disheartening to watch my son continue to become an introvert and lose the excitement for the world around him that he once had. A very unexpected phone call from a good friend from Minnesota was the beginning to an amazing life-changing turn around. She had just had her daughter screened for dyslexia. I asked a million questions and asked if I could read the reports from the screener once she had them. I felt confident that I had finally found the missing piece to the puzzle! I asked everyone I knew if they were aware of anyone who could screen for dyslexia in Bismarck. All responded with the same blank stare. By the grace of God, an internet search brought up Alysia Budd with Inspiring Minds Center. Within a week his screening was scheduled and shortly after that his results proved that all his academic struggles had most likely been due to him being dyslexic. His kindergarten through 2nd grade teachers concerns about letters and their sounds and sight words - all signs of dyslexia. His 2nd grade teachers concern of his slow reading - dyslexia! His 3rd grade teachers concerns with reading/decoding words and written expression - dyslexia! Horrendously failing Spanish as a freshman - classic sign of dyslexia! A dyslexic student struggles with English, there's no chance he can succeed with a foreign language. Most recently and I quote, "it was noted that the student had a couple of "b/d" letter reversals within his writing, as well as printed capital and lower-case letters, used interchangeably, not necessarily appropriately". All which are significant signs of dyslexia! This most recent statement came from the examiner of the KTEA-3, otherwise known as The Kaufman Test of Educational Achievement, an assessment tool used by Bismarck Public School System to determine if a student qualifies for special education services. This assessment tool was completed at the end of my son's sophomore year, just prior to us meeting to develop his 504 plan. All of the these signs of dyslexia have followed him his entire academic career, yet not one teacher has suggested he showed signs of dyslexia or even questioned that he may have a learning disability. I have attached the actual KTEA-3 assessment tool report so that you can see that a typical dyslexic student does not register as needing special

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education services, but they do require dyslexic specific services as evidenced by the examiners report.

I brought my son's dyslexia screening report from Inspiring Minds Center to the school and I was told that without a diagnosis there was not much they could do. It was suggested by them that we develop a 504 plan based on his ADHD diagnosis. I explained that his dyslexia screening pretty much proved that his ADHD was an incorrect diagnosis. But, with no other options to obtain some kind of help, we agreed to use the ADHD diagnosis as a reason for a 504 plan. While sitting in the planning meeting, it was very obvious how little the school system understood dyslexia. One of the team members in place to help my son asked if he knew how to use a computer. She went on to ask if he would be able to make the corrections necessary to a paper if someone wrote them in. She was confident that if he did that he would learn how to make his own corrections eventually. A dyslexic person can copy anything, what they don't understand is "why". Why is the comma where it is? Why is a period where it is? Why is phone not spelt f-o-n-e? Also, for someone like my son, taking notes while listening is nearly impossible, so it was suggested by Alysia that he be given printed off notes at the beginning of class so that he could add to the notes while mainly focusing on what the teacher was lecturing about. The schools answer to that was my son must ask for printed notes so that he learns to "be his own advocate". My kid had already been through hell; he tried asking, and not one teacher had notes ready to give him. He was welcomed to get them after class- this totally defeated the purpose of printed-off notes. The school suggested he be placed in the front of the class to help with distractions (keep in mind his 504 plan was designed using his incorrect ADHD diagnosis). Distractions weren't an issue of his, having teachers quickly announce an assignment and when it was due as the bell rang was an issue. Part of his 504 plan was to receive printed assignments with due dates. This didn't happen either. I am not saying he had bad teachers, many of them were very kind to him and once the 504 plan was in place several would ask him how things were going and if he had any questions. It brought tears to my eyes the day he told me that, "if nothing else changes, I have realized that my teachers really do care about me." What the teachers and the school don't understand is what dyslexia looks like, or how to help a dyslexic student, or the challenges that a dyslexic student faces everyday. Especially, one who is almost 17 and is just learning about his own new reality. Thankfully, just knowing there was a reason for his academic struggles was enough to begin to see positive changes in my son.

He began Orton-Gillingham based tutoring with Alysia Budd at the Inspiring Minds Center, twice a week for an hour each time in June of 2016. I was slowly getting my son back. I will never forget when I received this text from him, "I love you too". It was the first time every word was spelt correctly. As his tutoring progressed he was showing signs of confidence in his abilities again and even though he would never say it, I could tell he was proud of himself. His grades went from C's and D's to A's and B's his senior year. I have attached a copy of his grades so that you can see the dramatic improvement that can occur with appropriate

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dyslexia specific tutoring. I have also included a progress report, which was completed just seven months into his tutoring. The improvements are nothing short of a miracle. He tutored with Alysia for almost 2 years and I know today he would not hesitate to call her for advice or help from a distance. Approximately nine months after he began tutoring, he began the process put forth by the FAA to obtain his 1st Class Airmen Medical Certificate. He spent two full days testing with a neuro-psychiatrist so he could prove to the FAA that he is cognitively and psychologically fit and he possesses the executive functioning skills necessary to safely pilot a plane full of passengers. He was required to take a 7-panel drug test to prove his skills were assessed without any medications or drugs of any kind. Through his testing he learned his IQ is well above average at 114 and many of the multi-task based skills he scored as high or higher than Regional Commercial Pilots. On top of all of this, the Psychiatrist stated in his report to the FAA that my son did not possess the characteristics or testing patterns indicative of ADHD, and any scores that were "lower than expected" were all in areas that would correlate with dyslexia. I am thrilled to announce he received his 1st Class Airmen Medical Card on April 10, 2017. I do believe everything happens for a reason, and although the level of stress he endured those two days of testing was more than a 17 year old should ever have to experience, the confidence and knowledge he gained through the process made it all worth it. Two months later he made his first solo flight.

The final hurdle my son had to tackle was getting accepted into UND. Due to his significant academic challenges; even though he received a 24 on his ACT, his cumulative GPA was not good enough to be accepted to the University of North Dakota. He had missed the minimum 2.75 GPA needed by less than 2/10th. His application was automatically kicked out. Once again he was at risk of his future plans of becoming a commercial pilot never becoming reality. After all he had gone through and all he had accomplished, this hurdle was not going to stop us. As a family, we met with the Dean of Admissions and my son had to explain why his grades were not the greatest and what he was doing to improve them. It was not easy for a senior in high school to admit he had a learning disability and that he had been receiving specialize tutoring, and due to the vast improvements he had already experienced he could say with confidence that he expected his grades to continue to improve. I am very proud to say my son earned the best grades of his life his final semester of high school, he earned his Private Pilots License a week after high school graduation and he most recently finished his first semester at UND with a 3.8 GPA. The same student who struggled to pass the easiest of high school classes, is now successfully double majoring in Commercial Aviation and Unmanned Aircraft Systems thanks to Alysia Budd and her amazing ability to connect with and properly tutor dyslexic students.

What my son went through is not okay. What other students like him are going through everyday is not okay. Through my testimony, I hope I have proven that the signs of dyslexia shine like beacons. They don't improve with repetition. They don't "go away" nor does a young student simply "outgrow them". Reading out loud to classmates will never make a dyslexic student a fluent reader. But it will

cause anxiety, low self-esteem and in some; behavioral issues as a way to avoid his or her turn. Dyslexia specific tutoring taught by a trained professional is the only way a dyslexic student can begin to grow and flourish academically. Good teachers can easily sense there is something not quite right, but without the training or resources they are left with little they can offer for help. There is no reason any student should suffer the way my son did. I am so thankful that our situation turned out positive, but I know how easily it could have had a totally different outcome. I am here because my son nearly had his lifelong aspirations taken away from him and it wasn't due to any poor choices he made or his lack of want and effort, it was simply because no one understood what he was dealing with. I was never going to give up on him. We were so fortunate that we found Alysia, but the students who don't find their Alysia's deserve the same chance to experience success. The profound changes experienced by my son both academically and personally, through his dyslexia specific tutoring from Alysia Budd at Inspiring Minds Center, is why I feel so strongly about House Bill 1461. Simply screening and offering appropriate dyslexia tutoring in our schools would make a world of difference to dyslexic students. Who knows how many dreams have already been ruined and futures wasted due to dyslexia not being discovered and remedied soon enough. It's time for North Dakota schools to step up and recognize this significant need.

Thank you for your time and please feel free to ask any questions.

KTEA™-3

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Kaufman Test of Educational Achievement, Third Edition
Standard Report

Alan S. Kaufman, PhD, & Nadeen L. Kaufman, EdD

Name:	[REDACTED]	Test Date:	05/25/2016
Examinee ID:	[REDACTED]	Form:	B
Birth Date:	06/15/1999	Examiner Name:	[REDACTED]
Age:	16:11	Testing Site:	CHS
Gender:	Male	Current Grade (or Highest Grade Completed):	10
Reason for Referral:	Learning problems	Medication:	



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[1.2 / RE1 / QG1]

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Supplemental Composite Score Summary Table

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	90% Confidence Interval	Percentile Rank	Descriptive Category	Age Equivalent	GSV
Supplemental Composites								
Sound-Symbol Composite								
Phonological Processing	-	-	-	-	-	-	-	-
Nonsense Word Decoding	-	-	-	-	-	-	-	-
Decoding Composite								
Letter & Word Recognition	82	-	99	94 - 104	47	Average	16:3	564
Nonsense Word Decoding	-	-	-	-	-	-	-	-
Reading Fluency Composite								
Silent Reading Fluency	-	-	-	-	-	-	-	-
Word Recognition Fluency	-	-	-	-	-	-	-	-
Decoding Fluency	-	-	-	-	-	-	-	-
Reading Understanding Composite								
Reading Comprehension	20 ¹	-	120	112 - 128	91	Above average	>19:6	571
Reading Vocabulary	-	-	-	-	-	-	-	-
Oral Language Composite								
Associational Fluency	-	-	-	-	-	-	-	-
Listening Comprehension	-	-	-	-	-	-	-	-
Oral Expression	-	-	-	-	-	-	-	-
Fluency Composite								
Associational Fluency	-	-	-	-	-	-	-	-
Object Naming Facility	-	-	-	-	-	-	-	-
Comprehension Composite								
Reading Comprehension	20 ¹	-	120	112 - 128	91	Above average	>19:6	571
Listening Comprehension	-	-	-	-	-	-	-	-
Expression Composite								
Written Expression	46 ¹	-	96	85 - 107	39	Average	13:10	512
Oral Expression	-	-	-	-	-	-	-	-
Orthographic Processing Composite								
Spelling	52	-	91	85 - 97	27	Average	12:6	541
Letter Naming Facility	-	-	-	-	-	-	-	-
Word Recognition Fluency	-	-	-	-	-	-	-	-
Academic Fluency Composite								
Writing Fluency	-	-	-	-	-	-	-	-
Math Fluency	-	-	-	-	-	-	-	-
Decoding Fluency	-	-	-	-	-	-	-	-

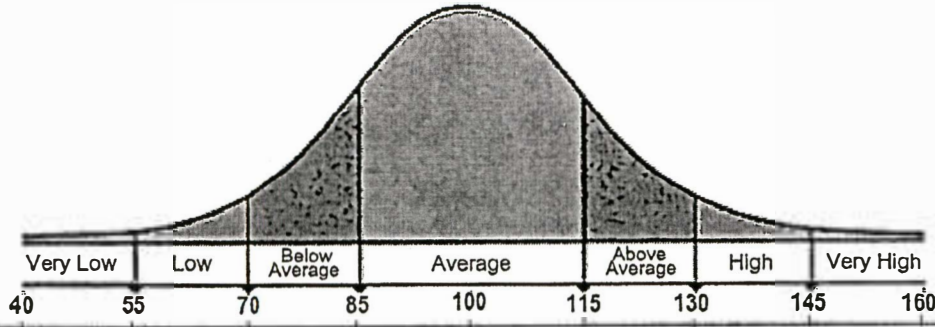
¹ Indicates a raw score that is converted to a weighted raw score (not shown).

² Indicates that a raw score is based on a below grade level item set.



Supplemental Composite Score Summary Profile

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	Very Low	Low	Below Average	Average	Above Average	High	Very High	Score	Confidence Interval
	40	55	70	85	100	115	130	145	160
Sound-Symbol Composite									
Phonological Processing									
Nonsense Word Decoding									
Decoding Composite									
Letter & Word Recognition					◆			99	94 - 104
Nonsense Word Decoding									
Reading Fluency Composite									
Silent Reading Fluency									
Word Recognition Fluency									
Decoding Fluency									
Reading Understanding Composite									
Reading Comprehension						◆		120	112 - 128
Reading Vocabulary									
Oral Language Composite									
Associational Fluency									
Listening Comprehension									
Oral Expression									

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██████ was administered the Kaufman Test of Educational Achievement, Third Edition (KTEA-3) over two days in May 2016. The KTEA-3 is a reliable and valid assessment tool approved by the Special Education Department of the Bismarck Public School System. ██████ academic skills were assessed in the areas of reading and written expression. ██████ was cooperative and engaged in the various tests. He appeared to put forth his best effort and did not appear to exhibit any anxiety at any point during the testing. The KTEA-3 was scored based on Isaac's chronological age at the time of testing which was 16 years, 11 months. These results appear to be a valid reflection of ██████ current academic achievement. Standard scores (SS) have an average range of 85-115, with anything below 85 being in the Below Average range. The Above Average range consists of standard scores from 115-130.

Reading:

The subtest standard scores of *120 on Reading Comprehension* and *99 on Letter-Word Recognition* indicate that ██████ comprehension skills are in the Above Average range and his basic reading (sounding out) words in isolation skills are in the Average Range. Together, these scores reflect an overall *Reading Composite score of 110*, within the (high) Average Range. When analyzing ██████ errors in comprehension, though they were few, they were with the inferential, narrative, and expository question answers. ██████ achieved one-hundred percent accuracy on his answers for the literal-type questions.

Written Language:

██████ standard score on the subtest of *Written Expression* was a 96. This test assessed various "categories" including sentence structure, word form, capitalization, and punctuation. ██████ errors were more significant in the areas of capitalization and punctuation. His standard score indicates that his performance ability falls at the high end of the Average range. The results of ██████ *Spelling subtest indicated a standard score of 91/Average range*. The *Written Language Composite standard score of 92* was also within the Average Range. It was noted that ██████ had a couple of "b/d" letter-reversals within his writing, as well as printed capital and lower-case letters, used interchangeably, not necessarily appropriately.

Overall, the results on the KTEA-3 indicate that ██████ achievement abilities in reading and writing are well within the Average range. His lowest SS was in the area of spelling and his highest SS was in the area of reading comprehension.

<u>Composite/Subtest</u>	<u>Standard Scores</u>	<u>Percentile Rank</u>
Reading Comprehension Subtest	120	91
Letter-Word Recognition Subtest	99	47
Reading Composite	110	75
Written Expression Subtest	96	39
Spelling Subtest	91	27
Written Language Composite	92	30

Inspiring Minds

Center for Dyslexia and Literacy

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Confidential Literacy Progress Report

Name: [REDACTED] **Date:** 01/24/2017
School: [REDACTED] **DOB:** 6/15/99
Parents: [REDACTED] **Age:** 17.7
Address: [REDACTED] **Grade:** 11th

Background:

[REDACTED] is a 17 year old male who is in the 11th grade at Century High School in Bismarck, ND. He is active in hockey as well as with hobbies such as building and designing drones, computers, and has an overall interest in aviation.

[REDACTED] began tutoring at Inspiring Minds in June of 2016 following a dyslexia screen he received in April of 2016 which identified [REDACTED] as fitting the profile for dyslexia. He has been receiving Orton-Gillingham based structured literacy instruction at a frequency of 2x/week for 1 hour sessions.

Progress:

[REDACTED] has made excellent, consistent progress with tutoring. Interventions have been Orton-Gillingham based as recommended by the International Dyslexia Association. Sessions have focused on remediation of phonemic awareness, symbol-sound/sound-symbol associations, and simultaneous multisensory instruction of reading and spelling. In addition, [REDACTED] has been working on skills of written expression.

Throughout tutoring, [REDACTED] has displayed a remarkable commitment to his own learning. He arrives on time and comes prepared with any materials he may need specific to his schoolwork. He has been willing to come to tutoring sessions on days that he is off of school, and has attended extra sessions in order to work on writing assignments for his English class at school. [REDACTED] has also consistently displayed excellent attention and focus during each session that he has attended.

In order to assess [REDACTED] progress, the Word Identification and Spelling Test (WIST) was administered. This assessment was also administered at the beginning of tutoring in June; therefore, results of both assessments have been reported in order to show [REDACTED] progress.

The WIST is a norm-referenced tool that assesses a student's basic literacy skills in three subtests areas which include: word identification, spelling, and sound-symbol knowledge.

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Results of the Word Identification and Spelling Test (WIST) for Cooper are as follows:

Subtest/Composite	Results on 06-15-2016			Results on 01-12-2017		
	Raw Score	Percentile Rank	Standard Score	Raw Score	Percentile Rank	Standard Score
Read Regular Words	87	-	-	98	-	-
Read Irregular Words	30	*	*	30	*	*
WORD IDENTIFICATION	117	21%	88	128	63%	105
Spell Regular Words	57	*	*	75	*	*
Spell Irregular Words	27	-	-	27	-	-
SPELLING	84	14%	84	102	37%	95
FUNDAMENTAL LITERACY ABILITY INDEX	201	14%	84	230	45%	98
Pseudo Words	32	-	-	48	-	-
Letter Sounds	52	*	*	87	*	*
SOUND-SYMBOL KNOWLEDGE	84	1%	65	135	73%	109

According to the results of the WIST, [redacted] has made excellent gains since beginning tutoring 7 months ago. His skills for decoding (reading) and encoding (spelling) are now within the average range. [redacted] made an enormous jump from the 1st percentile at the time of beginning intervention to the 73rd percentile at the current time.

[redacted] continues to work to apply the new strategies and skills he has learned, particularly with spelling and written expression, but also when decoding multisyllabic words that are not familiar to him. [redacted] has an excellent visual memory which appears to have allowed him to memorize words. He also has an expansive vocabulary which aides him in comprehension of a variety of texts and genres.

Continued areas of weakness for [redacted] include: spelling and applying suffix rules, r-controlled syllables, vowel-team syllables, decoding unknown multisyllabic words, and organization, syntax and semantics for written expression. These identified areas are precisely where [redacted] is about to begin within the systematic scope and sequence of instruction; therefore, it is apparent that explicit, systematic, multisensory instruction is highly effective for [redacted].

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Recommendations:

██████████ is a bright student who has been actively engaged in tutoring while being able to retain what he has been taught from one session to another.

It is recommended that ██████████ continue tutoring at a frequency of 2x/week in order to continue to increase his independence and success with all future academic and career ambitions. This approach to teaching is clearly working for ██████████, but further instruction to ensure generalization of skills and automaticity is highly recommended.

Tutoring sessions should continue to follow the Orton-Gillingham scope and sequence while being diagnostic and prescriptive to ██████████ individual needs. Tutoring should also continue to work on skills needed for successful written expression as this is an identified need for ██████████

It is a pleasure to work with and teach ██████████. If there are any questions regarding this report, please feel free to contact me at (701) 204-7100.

Alysia Budd, OTR/L

Alysia Budd, OTR/L
Dyslexia Consultant and Screener
Certified Handwriting Specialist
Certified Barton Tutor

— Certified in —



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CENTURY HIGH SCHOOL TRANSCRIPT

Accredited: North Central Association
08-001-1465

1000 E. Century Ave.
Bismarck, ND 58503
(701) 323-4900

COURSE NAME	Semester 1	Semester 2	Summer 1	Summer 2
17-18 Century High School				
AP Computer Science	B- 0.500	A 0.500		
AP Psychology	A 0.500	B+ 0.500		
CTE-CTRE Serv Lrn	A+ 0.500	A 0.500		
Economics		A- 0.500		
English 12	B- 0.500	B 0.500		
Government	B 0.500			
PE 12		A 0.500		
16-17 Century High School				
Chemistry	B- 0.500	C 0.500		
CTE-CTRE Serv Lrn	A- 0.500	A- 0.500		
English 11/US History	B- 0.500	C+ 0.500		
PE 11		A 0.500		
Pre-Calculus	C 0.500	D 0.500		
Psychology	B 0.500			
US History/English 11	B- 0.500	C+ 0.500		
15-16 Century High School				
Algebra II	D 0.500	C 0.500		
Biology	C 0.500	C 0.500		
Computer Prog I	D 0.500			
CTE Resource Education	B 0.500	B 0.500		
English 10	C 0.500	C 0.500		
Marketing	B 0.500			
Marketing		C 0.500		
PE 10		B 0.500		
14-15 Century High School				
CTE Resource Education	C 0.500	C 0.500		
English 9	D 0.500	D 0.500		
Foundations of Technology Block	C 1.000			
Geometry	C 0.500	C 0.500		
Global Studies	C 0.500	B 0.500		
PE 9		B 0.500		
Personal Finance		D 0.500		
Physical Science	D 0.500	C 0.500		
Spanish I	W 0.000			
13-14 Horizon Middle School				
Algebra I	B 0.500	B 0.500		

→ Began tutoring June 2016

Enrollment Date: 08/24/2017
Exit Date: 05/25/2018
Weighted GPA: 2.6275
Un-Weighted GPA: 2.5490
Total Credits Earned: 25.500
Weighted Class Rank: 234 out of 295
Un-Weighted Class Rank: 243 out of 295
Graduation Date: May 27, 201
Civics Test Passed: 05/02/201

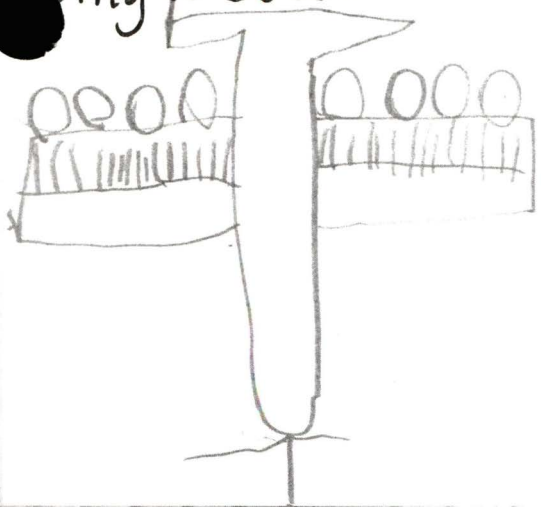


GRADING SYSTEM

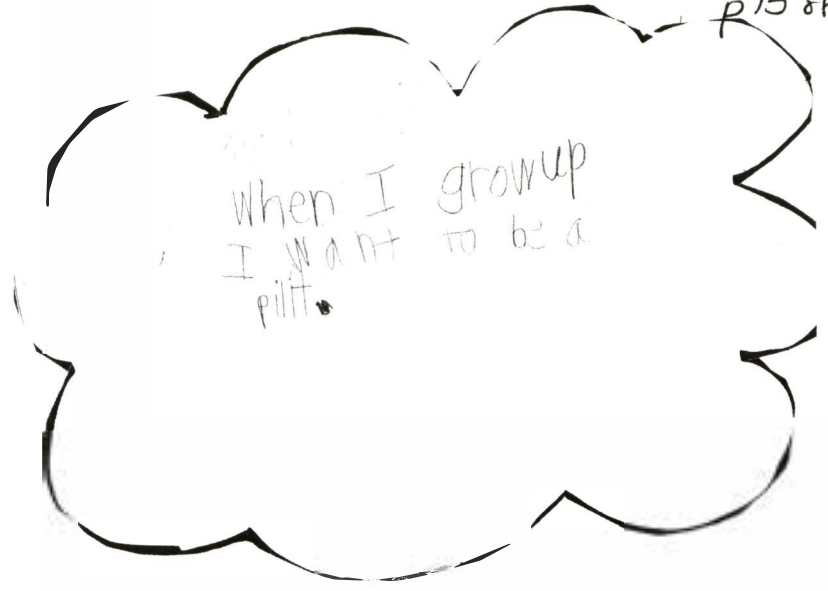
- A = Superior
- B = Above Average
- C = Average
- D = Below Average
- F = Failing
- S = Satisfactory
- U = Unsatisfactory
- FC = Failure Due to Credit Lo.
- WF = Withdrawal Fail
- WP = Withdrawal Pass
- W = Withdrawal
- * = Modified Curriculum
- ^ = Modified Grade Scale

TEST SCORES ON BACK

When I get bigger, I am going to be a:



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1st Grade



Kindergarten



Private Pilot License -1 month after High School Graduation

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Testimony in Favor of House Bill 1461
Sixty-sixth Legislative Assembly of North Dakota
Submitted By: Alysia Budd

Thank you, Chairman Schaible and members of the committee. It is an honor to be present this morning. My name is Alysia Budd and I am in favor of House Bill 1461. I am providing a double testimony and am testifying both professionally and personally.

My professional background is that I am a pediatric occupational therapist with a graduate certificate in Dyslexia and Language-Based Learning Disabilities. I am a certified handwriting specialist, a certified Barton tutor, a dyslexia screener, and I currently have over 100 hours of formal Orton-Gillingham training and additional practicums with the Academy of Orton-Gillingham Practitioners and Educators. I have 20 years of experience working with, and evaluating children with various developmental and learning concerns. I am also the founder and director of a center for dyslexia in Bismarck where we offer specialized assessment and tutoring for dyslexia and literacy concerns for individuals ranging in age from preschool through adulthood.

Most importantly, I am an incredibly proud mother of three sons with dyslexia and a wife of a husband who also has dyslexia. They are all present here this morning in support of House Bill 1461.

As you listen to testimonies this morning, you will likely hear a common thread of the emotional aspects that come with having this learning difference when it is not understood correctly. Dyslexia is not something that you see, as it is a neurological difference, a difference in the way the brain processes information. Because of it being neurological rather than physical, often the signs and symptoms are missed and students are thought of as lazy, less intelligent than they really are, and parents are often blamed for not reading to their children enough. We go through a lot of kleenex at our center because parents are frustrated, angry, and sad that no one listened to them as they asked if it could be dyslexia, as well as for students who are emotionally broken by the time they come to us. It does not need to be like this.

Research is ongoing, but developmental dyslexia has been proven to be genetic, and in our family we are 3 for 3 with 100% of our sons having this wonderful brain difference that makes language tasks, reading, written expression, and spelling difficult. I am able to say wonderful brain difference because dyslexia is not a bad thing *unless* it is not correctly identified, called what it is, and if correct supports and interventions/instruction are not provided. In those cases, dyslexia can be incredibly crippling. Although dyslexia is reported to be the most common learning disability, it is widely misunderstood.

Dyslexia most often occurs in individuals with average to above average IQs. There are amazing strength areas that are also often present with dyslexia. This is a brain that I truly believe was created on purpose, and our world is more beautiful because of dyslexia. Just look around you, and you will discover all of the inventions, art, music, literature, and entrepreneurial ventures that are all in existence because of someone with dyslexia.

However, scientific research using functional MRI's has proven just how difficult it is for those with dyslexia to activate the areas in the brain needed for proficiency in reading and spelling. Dr. Sally Shaywitz, from the Yale Center of Dyslexia and Creativity, has shown that there are differences in which areas of the brain activate in a dyslexic brain during reading versus a non-dyslexic brain during reading. This research has shown that areas in the left hemisphere needed for reading are not properly activating in a dyslexic brain. Research has also shown that with intensive, explicit, systematic, and multisensory instruction (also known

as the Orton-Gillingham approach), these areas do begin to activate over time allowing for increased reading proficiency (Shaywitz, 2003). Dyslexia is not a vision problem. Individuals with dyslexia do not see things backward as many of us were told throughout the years. Although vision issues can co-exist with dyslexia, those issues are separate. Dyslexia exists along a spectrum as other neurological differences often do. We see students with a wide variety of symptoms and severity at our center, but all with the common underlying features of difficulties in the foundations of phonemic and phonological awareness ultimately resulting in difficulties with reading, spelling, and written expression. The good news is this - we know what dyslexia is, we know what to do about it, and it can be identified early.

I have a unique perspective in that I have seen what happens when an individual does not receive supports and interventions during school years with my husband, what happens when it is identified late (in third grade with our twins), and when it is identified early (in preschool with our youngest). What I can tell you is that the importance of early identification and intervention cannot be stressed enough.

By the time our twins were identified, they were in third grade. We had gone through a couple of years of supplemental reading interventions at their public school without any real results. I was told things such as "he's the smartest kid I've worked with in a long time, the day he decides to read, he will read". I remember thinking "they think my sweet boy is lazy?" Teachers would ask me if my boys were going to bed early enough because they seemed so tired and worked so slowly that they were setting timers on their desks to make them work faster. The creative, Lego building protege boys of ours started to have frequent accidents at school due to anxiety, but no one noticed. They began withdrawing, throwing books across the room at home, and crying every single day after school from pure exhaustion from working so hard all day. They also began to notice that they weren't able to read like their friends, and no matter how hard we studied for spelling tests, the tests would come back marked up in red saying "study harder, I know you can do it". It was a devastating time for us, yet all I was told was to keep reading with them, that it would come on its own.

As a therapist, that didn't make sense to me. I wanted to know *why* our smart boys were unexpectedly struggling, and what to do about. The teachers who loved my boys, and did all they knew to do, did not know and understand dyslexia, and if any of them did, they did not tell us. And besides, it wasn't that they couldn't read at all, they could. But why couldn't they sound out unknown words, why did their words get jumbled when they spoke, why couldn't they spell with hours and hours of practice, and why did my boys, who had been read to since the day they were born, suddenly hate books and reading? I didn't know the signs, our teachers didn't, no one could help me. I had to seek out help separate from the schools whom I had put my trust in, and follow my instinct as a mother and as an occupational therapist. I had them screened for dyslexia, and after spending a day crying that I hadn't caught it sooner, I pulled myself together and began learning how to help them and teach them myself.

The day dyslexia was confirmed with the twins was a day that was so freeing for all of us. Now we knew *WHY* our twins were struggling, and *THEY* knew why as well. Now we had clear direction of what to do to help them. I'll never forget the day I called my mom, a former educator who had questioned dyslexia when the twins were in kindergarten, who said to me, "now, Alysia, you aren't going to tell anyone about their dyslexia, are you?" Well, we can all see how well I listened to that. I understand why she asked that as for many years dyslexia has not been talked about, people have been made to feel shameful and looked down upon. Because of widely believed misconceptions about dyslexia, people have hid their learning differences, and we have not moved forward. Since that day of learning it was dyslexia, I have *never* stopped talking about dyslexia, reading and learning the science of reading, training,

advocating for every individual with dyslexia, and advancing my education in the field of dyslexia and language-based learning disabilities. I knew that if my boys were dyslexic, there were many others who also were, and that something needed to change.

Since 2015, I have had the honor and privilege of working with several North Dakota public and private schools. Our North Dakota teachers are some of the best there are. What I have learned is that there is a great degree of variance in how our schools are responding to dyslexia. Some have welcomed our outside expertise in dyslexia, allowing us to supplement instruction when parents have requested us to do Orton-Gillingham based instruction during the school day, and collaborated with us as outside professionals creating an atmosphere of learning and support that has resulted in students flourishing. Some school professionals, including classroom teachers, reading specialists, speech language pathologists, occupational therapists, school psychologists, and principals have even recommended our center for further evaluation and tutoring, collaborating together to do what is in the best interest of the student. Unfortunately this has not been the response from all schools.

Many teachers are eager to learn all they can about dyslexia. Some schools support this and will say dyslexia, others do not. I have experienced significant differences even within a school such as from a teacher one year to a teacher the next year, from a change in leadership within a school from one year to another, as well as from one school to another school, or from one district to another district. This is not fair to our students, to our teachers, or to our parents. Being a parent of a dyslexic child is exhausting in our North Dakota schools.

There are many teachers who want to learn about how they can best support students with dyslexia, but they are not always supported in doing so. Just in the short time since we last testified at the house committee hearing, there have been three separate situations of teachers referring students to our center in hopes of receiving help for their students, only to have their efforts shut down by someone in either special education, administration, or school psychology. There were also several educators who wanted to be here today to testify in support of HB 1461 who shared with me that they could not, for fear of ramifications from their school districts. I believe that shows what an issue this is, and why after all of these years, we are still not consistently and effectively addressing dyslexia in our school systems. It does not need to be like this.

From my experience, resistance has been based on personal opinions about dyslexia and reading interventions rather than on what is best for students and families, and on what science has taught us. I missed the warning signs of dyslexia not only in my twins initially, but in so many students I had worked with as an OT in the public school systems. I did not know what I did not know. When teachers and administrators don't have the correct information about dyslexia, they can't change the trajectory of instruction. There is a discord that exists between the science of dyslexia and educational theories about dyslexia. House Bill 1461 aims to improve that discord in North Dakota.

Schools have been increasing their efforts in addressing the social-emotional learning needs of their students and I applaud these efforts. I would also like to touch on the fact that dyslexia is one of the reasons why some of our students are experiencing social-emotional difficulties, yet in most cases, dyslexia isn't even being recognized. If we don't identify why a student is acting out, depressed, experiencing anxiety, or exhibiting symptoms of ADHD which may be wrongly diagnosed, our efforts with social-emotional programming are futile. The emotional damage that results when dyslexia is not identified, supported, and correctly remediated is staggering.

- 1 in 6 children who are not reading proficiently in third grade do not graduate from high school on time, four times the rate for children with proficient third grade reading skills (Hernandez, 2011)
- Approximately 80% of prison inmates are functionally illiterate, 48% of them being dyslexic (Moody, et.al., 2000)
- U.S. Senator Bill Cassidy included a provision for screening inmates for dyslexia in the new version of the First Step Act (S.3649)
- According to Dr. Nadine Gaab, PhD, a “late diagnosis of dyslexia often leads to low self-esteem, depression, and antisocial behavior” (Fliesler, 2017).

It is a myth that dyslexia can't be identified early, as it is possible to identify early warning signs as young as ages 3-4, particularly when there is a family history of language-based learning disabilities. Dr. Nadine Gaab, PhD of Boston Children's, along with her colleagues, studied the brains of infants with and without a family history of dyslexia. They discovered the following:

- “Atypical brain development associated with Developmental Dyslexia is already present within the first 18 months of life” (Gaab, et. al, 2015)
- Dyslexia is genetic, and those brain differences are present in infancy.
- Children are entering Kindergarten with a brain “less optimized to learn to read” (Gaab, 2017).
- A wait-to-fail approach results in “considerable psychological damage and stigma” (Fliesler, 2017)

I am so thankful that I was able to identify the early warning signs in our youngest son as he does not have the emotional damage that we had to work very hard to repair in our older boys. He has been receiving Orton-Gillingham based instruction since he was 4 years old and although he will always be dyslexic, he has not experienced the emotional damage and self-esteem and self-efficacy difficulties that our older boys had to endure. It has been the greatest joy of my life to see my boys now excelling in school. We are thankful for a school that has allowed them to be tutored during the school day, and for the incredibly supportive and loving teachers who have provided them with recommended accommodations and support without any hesitation. They now attend a private school that has been open to learning about dyslexia. The preschool at their school has also been trained in the early warning signs of dyslexia, and has begun identifying and referring preschoolers for early intervention who are at risk, simply through their daily observations and use of progress monitoring tools that were already in place. This *is* able to be done in *all* schools.

Section 2, number 1 of HB 1461 allows for schools to offer screening students through the end of second grade. The language of “through” the end of second grade could be left to interpretation that unintentionally limits services. What happens if a child is identified beyond second grade? A screen by definition should be quick, yet effective. It does not need to be time intensive as the sole intent of a screen is identifying warning signs of dyslexia early. A screen

in this matter is very different from a full dyslexia screening evaluation which is 2-3 hours of testing that is completed *after* warning signs have already been flagged, or dyslexia testing from a qualified psychologist or neuropsychologist specifically trained in testing for dyslexia. Teachers are very overwhelmed with demands placed upon them in the classroom, but it is possible that tools that are already in place and being used in our schools could be identifying warning signs of dyslexia if teachers knew how to interpret the data specifically with regards to dyslexia. If not, it may be worthy of consideration to examine whether or not the tools being used by our schools are the best for identifying at risk students, or if there is an alternative.

HB 1461 supports early screening which is achievable and necessary for our students. Some educators already do see warning signs in students in their classrooms, but I have been told by teachers that they are not allowed to voice their concerns, or to say dyslexia. Why is it okay for dyslexia to be hidden and not be brought to the surface? Parents have the right to know if their child could have dyslexia, and parents rely on the expertise of those in education to catch it and to tell them early.

With regards to the credentialing of dyslexia specialists, it will be vital to define the qualifications carefully in order to ensure proper training and expertise are both achieved, and that schools are given time to develop these resources as it is not a quick process. The Department of Public Instruction has stated that they will work on and provide the credentialing.

There has been discussion that all that is needed for our schools are reading specialists, that we don't need dyslexia specialists. However, we have had reading specialists in all of our schools. Reading specialists are an essential part of the team to address dyslexia, but their caseloads are huge, and there is *so much more* to dyslexia than solely the reading piece. We need a team approach, with schools having access to specifically trained dyslexia specialists in order to help coordinate student interventions, support teachers, and to effectively make changes in how we address dyslexia in the right direction.

Being a reading specialist, or having a masters in education, does not mean that there is the specific training and education regarding dyslexia. My boys worked with reading specialists, yet not one of them identified dyslexia in them. Their teachers were trained in whole language and balanced literacy approaches that are not the same thing as the Orton-Gillingham/Structured Literacy approach that is *essential* for dyslexia. So as much as they did all they could to help my boys, it was ineffective instruction that did not remediate their difficulties.

To effectively address dyslexia in our North Dakota schools, we should want to aim to have a multidisciplinary team approach. Dyslexia specialists come from a variety of professional backgrounds which enhances the overall approach, and increases collaboration amongst varied professionals. Those who are certified and trained to remediate dyslexia are also from varied professional backgrounds. **I highly recommend that the wording in the last sentence of section 3 be changed from a trained "teacher" to a trained "specialist or professional" in order to ensure that schools are able to access all who are properly trained to work with and support individuals with dyslexia.**

It is also important that as a community, we realize that the responsibility of full remediation of dyslexia does not fall solely on our schools who are also educating hundreds of students with various learning and emotional difficulties. What is the responsibility of the schools is to acknowledge dyslexia, provide a learning environment, emotional support, and curriculum that is effective for all learners, and to be knowledgeable rather than resistant to learn about up to 20% of their student population. HB 1461 provides the steps necessary to achieve this in all schools. I personally love working with schools and teachers, it is a passion

of mine as I have a profound respect for all that our educators do day in and day out. With this bill, we need to provide schools with the resources and support that they need in order to be successful.

There has also been some discussion stating that we already identify dyslexia, that schools just call it a reading disability under the Specific Learning Disability category. Let me try to help to explain why this alone isn't currently working well for our students, parents, and teachers.

There is a poem called Elephant in the Dark, by Rumi. The book I'm sharing today is based on that poem. I will summarize this story for you.....(refer to the book Elephant in the Dark by Mina Javaherbin).

Dyslexia is often referred to as "the elephant in the room" and simply calling it a reading disability is ironically very unspecific as a specific learning disability category. When parents and teachers hear dyslexia, then they have something they recognize and something specifically can be done.

The problem facing our schools is that everyone knows just a little bit of the truth, resulting in missing the beautiful, majestic human being right in front of them who deserves to be recognized and to be fully known and understood by all. To be identified and taught correctly.

No longer can we sit back and continue to ignore the fact that as many as 1 in 5, up to 20% of each and every classroom is dyslexic. As a therapist and as a mother, I apologize to every individual and family who has been treated poorly, who has been told dyslexia isn't real, who believes they are less than they are because of our ignorance. We did not know, and I am so sorry for all you have been through. But now we *do* know. We have read the science, we have seen the incredible effectiveness of correct instruction, and we can do better. North Dakota has an opportunity to what is right for our students with dyslexia, and I ask that you vote yes on House Bill 1461. Vote yes and say dyslexia for the 1 in 5.

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AH #12

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Written Testimony in Support of HB 1461
Senate Committee Hearing- March 20, 2019, 10:00 AM
To: Chairperson Schaible
Submitted By: Steven Kraljic

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In support of HB 1461, I am writing with, and on behalf of, my daughter Maggie Kraljic who was identified as dyslexic 17 months ago.

As a Board-Certified Neurosurgeon, I have spent the past 20 years dedicated to studying, diagnosing and treating neurologic disorders of the brain and spine. Patients will present with a variety of symptoms related to specific injuries or disease.

Injuries to the brain, whether they be congenital, traumatic, vascular, neoplastic or infectious, can lead to permanent impairment specific to their location, even with successful treatment. This may result in paralysis, loss of vision or hearing, sensory impairment, or impairment in speech. When such deficits occur, it is unfortunate, but is also a reminder of how blessed the patient was to have recovered from a potential life-threatening situation. Physical impairments are easily identified, measured, and can be corrected, or adaptations made, to help the patient overcome. Other deficits are not as easily identified.

Higher level calculations, planning, decision making, speech and reading comprehension are all potential deficits. When these occur, the patient is seemingly normal, having made a full recovery because they "look back to normal". These are often more debilitating for patients than loss of use of a limb, loss of sight, or loss of hearing. Patients will struggle with communication and decision making which was previously done without thought or worry, and only their close family members may know the struggle they are fighting because they appear normal to the casual observer. This is similar to the difficulties those with dyslexia, such as Maggie, face.

Maggie learns and perceives her world differently than those without dyslexia. This does not make her less capable in any way. She simply needs to be given the opportunity to learn in a manner that best benefits her. HB 1461 allows for early screening to identify those who would benefit from accommodations needed to allow them a fair opportunity to succeed academically and in adulthood. Like examples mentioned previously, individuals appear and are "normal", and may even use self-taught strategies to get by or blend in with their classmates. This may work for some, but it is not the best strategy for success when there are proven learning methods, namely, the Orton-Gillingham system, available to ensure success.

Denying our children the opportunity to be identified and receive necessary accommodations would be a great disservice. Dyslexic children, like Maggie, are not being labeled with a negative connotation by being identified as dyslexic. They are being given the opportunity to begin their

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specialized learning at the beginning of their academic careers, rather than falling behind. Those who cannot see are not labeled blind, they are identified as such and accommodations can be met. Those who cannot hear are not labeled deaf, they are identified in the same way so accommodations can be met. Maggie, and those who are dyslexic, deserve the opportunity to be identified so proven accommodations can be met to foster their ability to learn and thrive throughout their academic and professional careers.

We were fortunate to pursue testing which identified Maggie at a young age. Despite current specialized reading programs currently used by schools, she continued to struggle. Through the persistence of my wife, Becky, we were able to receive formal testing which established the diagnosis and have begun the process of tutoring and classroom accommodations which are helping her maintain and improve her learning. Maggie was blessed to have Becky speaking as an advocate for her and insisting testing be done and changes made. Others are not so fortunate. If educators are not given proper training, or screening is not made available, numerous children will be left to the difficult challenge of trying to figure out how to adapt on their own, or they will be left behind and be labeled as unteachable or unintelligent.

Maggie will continue to work hard through this process. She is just beginning. During the short time she has been receiving tutoring and accommodations she has made incredible progress. She did not have a great deal to say in addition to what I have written, but wanted all to know this:

“It is nice to finally be understood”. So simple, yet so powerful.

Please help others like Maggie by passing this bill. Thank you.

Respectfully,

Steven Kraljic, MD

Fellow American College of Neurological Surgeons

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Written Testimony in Support of HB1461

2019 Legislative Session – Senate Committee Hearing, March 20, 2019, 10:00 a.m.

To: Chairperson Schaible

Submitted By: KrisAnn Norby-Jahner

Dyslexia does not know sex, race, nationality, socioeconomics, or any other factor. It does not have “one face.” It is not recognizable or unique to a specific class. It does not care how educated your parents are or how good of a reader your siblings are. It is silent, it is prevalent, and it goes largely undetected before 3rd grade in the State of North Dakota. I am a lawyer and an adjunct English professor. I have a Juris Doctorate; I have a Ph.D. in English and American Literature; I have an M.A. in English; I have a B.A. in English and Mass Communications...and I have a 6-year-old daughter who is showing early warning signs of dyslexia and struggles to receive services in North Dakota’s public school system.

We are attentive parents. We read to our children, we enroll them in preschool, and we want to make sure they are ready for the ever-increasing demands of Kindergarten before they even step foot in our state’s public school system. But all of our attentiveness and all of our preparation cannot change who our daughter Kaurie is and what Kaurie needs in order to learn to read and write. She was born this way. She is smart, kind, and empathetic and was eager to race out the door to preschool and learn like her older brother who began reading before he even entered those same preschool doors. But his path is not her path. Within a month of starting preschool, Kaurie became withdrawn, wouldn’t talk about preschool, and feigned numerous stomachaches in attempts to avoid attendance. This was not the same little girl, eager to learn her letters and bring home early-reader books like her brother before her had done. She wouldn’t speak in class. She froze when called on to answer questions about letters or numbers. She couldn’t draw a straight line in her handwriting book, let alone form any of the letters that her peers were working on. While she watched peers around her excel, recite letter sounds, and, some, begin to read, Kaurie felt left behind. By October, shortly before her 5th birthday, her preschool teachers expressed concern that Kaurie needed to be tested for what they perceived may be cognitive and sensory-related delays as compared to her peers. While we knew Kaurie could sing the alphabet and count out loud to ten, we were hoping that preschool would help her finally start to visually recognize letters, identify letter sounds, and write her letters and numbers. But despite repeated teaching three days a week in preschool and numerous one-on-one lessons at home, she could not perform these tasks. We would show Kaurie the letter “A” and tell her this letter is called “A.” We would put it down and pull it out 10 seconds later, and she still could not recognize that the shape before her was a letter, let alone the letter “A.”

Upon the recommendation of her preschool teachers, we began our *own* early intervention and sought out any and all services we could find. Unfortunately, we learned *very quickly* (and were repeatedly told by professionals in education) that “dyslexia” cannot be diagnosed or tested before 3rd grade. Nothing could be done. Give it time. She would come around. Had we thought about simply “holding her back?” These answers were unacceptable. We were appalled. What does it accomplish to wait for a child showing early warning signs of dyslexia to advance into Kindergarten, 1st , and 2nd grades all the while struggling to keep up with peers? What does it accomplish to let a child fail before finally giving her help? What does it accomplish to let a child’s self-esteem deteriorate to the point that she believes she’s a failure before she ever even has a fair chance to advance? Before our child, our Kaurie, even set foot in the North Dakota public school system, we refused to accept the answers we had been given.

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We have spent thousands of dollars out-of-pocket on testing, evaluation, and any private services we can find to help Kaurie advance ever-so-slightly toward the level playing field on which her peers operate. By the end of preschool (2017-2018 school year), Kaurie attended preschool three (3) days a week, and received occupational therapy and Orton-Gillingham-based intervention with an emphasis on improving her literacy five (5) days a week. She continued Orton-Gillingham-based intervention all of last summer in preparation for Kindergarten (2018-2019 school year); and in June 2018, we submitted an official request for evaluation for special education services to the Bismarck Public School District under the federal Individuals with Disabilities Education Act (IDEA). We could not have been more prepared. We could not have (and cannot) do any more than we have already done for Kaurie. **Early intervention, screening, testing, and services for dyslexia do not exist in our current public school system for children through 2nd grade.** We underwent the arduous and long evaluation process required by IDEA and advanced through it as quickly as we possibly could have (which is not very quick at all). We repeatedly explained our concerns about dyslexia. We have shared all of Kaurie’s testing and results from the Inspiring Minds Center for Literacy and Dyslexia. We have explained the Orton-Gillingham-based intervention services she receives. The school and the specialists listen, but there is nothing they can do for our concerns regarding dyslexia specifically when Kaurie is still in Kindergarten. Our occupational therapists and special educators in the North Dakota public school systems are not trained in Orton-Gillingham approaches. There are simply no early intervention strategies available or in place to address the early warning signs of dyslexia.

Kaurie’s Individual Education Plan (IEP) was just finally written in January 2019, but it does not address dyslexia. It did not include testing for dyslexia. It does not include services for dyslexia. But her story is, in fact, still a success. Kaurie’s story is a success because we have found a private literacy center that is willing to intervene – to offer the services she desperately needs. We have found a Kindergarten teacher who works with us and implements accommodations in the classroom according to what Kaurie needs even when it is not required by her IEP. We have found an OT, PT, and special education team in our public school system that are sympathetic to her struggles even when the word “dyslexia” cannot be uttered in our IEP meetings. Because of the early intervention we have paid dearly for out-of-pocket and because of our pushing and constant advocacy for Kaurie, her self-esteem and literacy skills have both improved. She has a long road ahead of her and a long way to go, and she is not yet on par with her peers (and she may never be). But she is a lot closer to that level playing field than she ever would have been without the early intervention we have pushed for and paid for through private dyslexia services.

Kaurie’s story may be a success, but what about the stories of ALL of our children in North Dakota? What about those children who did not attend preschool or cross paths with someone who suspected early warning signs of dyslexia? What about those parents who cannot afford private services? Who cannot leave work in the middle of the day like my husband and I do to transport those children to private services? What about those children who live in rural areas and do not have access to early-intervention dyslexia services? I have no doubt what-so-ever that our schools, teachers, administrators, and specialists are doing everything they possibly can for our children within their capacity and training. But the state of North Dakota needs to do more. Our state needs to enact legislation that allows for early intervention screening for dyslexia, that gives our public school educators and specialists proper training, and funds those early intervention services that so many of our children need. Our family

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respectfully asks that the Committee respond favorably in support of this bill to move this important legislation toward enactment.

Sincerely,



KrisAnn Norby-Jahner

Testimony for Dyslexia Bill HB 1461
March 20, 2019

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Lisa Elijah
PO Box 433
Mandan, ND 58554

I am a parent of two children with dyslexia, and I'm writing my story to support HB 1461.

"You're not reading enough with her and that's why her fluency isn't where it needs to be."

My daughter's Title I reading teacher said this to me during spring parent-teacher conferences of her kindergarten year. As the reading teacher continued to tell me about how she repeatedly confronted my oldest daughter in the hallway to say that she needed to read to Harper, too, it felt like this teacher blamed me—and my entire family—for Harper's lack of reading progress.

After I got home and had time to process the meeting, I still couldn't figure out how Harper's reading ability was purely due to a lack of more reading. I had two older kids who could read, the oldest of whom had also been in this teacher's Title I class and graduated out of it.

I called the children's therapy center where one of my older children had speech therapy. Thankfully, Harper's kindergarten teacher gave us very specific feedback during that spring parent-teacher conference. I passed that information to the screener, along with how our nightly reading went, and she was the first to point me toward dyslexia.

I had emailed Harper's kindergarten teacher and talked to the school psychologist. There was no help for Harper in the school system. Her learning disability wasn't supported. Eventually, we ended up at Inspiring Minds and finally got answers and help. Everything we did to figure out what Harper needed, and the help she received, was out of the school system. And since learning disabilities aren't covered by medical insurance, it was also out of pocket.

Harper's kindergarten teacher supported us as much as possible, but she was limited with what she could do beyond continuing to send Harper to Title I. Summer school wouldn't help a student like her, so we opted out and spent the summer getting her lessons through Inspiring Minds.

We continued through first grade, but my attempts to work with her first grade teacher didn't go beyond "Thanks for letting me know." The instructors at Inspiring Minds were willing to coordinate their lessons with Harper's reading lessons at school. I repeatedly emailed the teacher to request that she touch base with Harper's instructor from Inspiring Minds, but that was as far as it went.

During fall parent-teacher conferences, I discussed where we were with Harper's supplemental education. When I brought up dyslexia, all the teacher said was "I just don't see it." When I outlined the specific problems Harper had and how Inspiring Minds was approaching her

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education, the teacher said again, “I just don’t see it” and also asked, “Wouldn’t she be writing whole words backwards?”

I discussed Harper’s difficulties seeing the board despite passing her eye exam, and that she also suffered from occasional photosensitivity—both attributed to dyslexia. Harper was able to sit closer to the board. Out of the entire year, this was the only help Harper received for her learning disability.

By the time spring parent-teacher conferences arrived, we’d been bringing Harper twice weekly to lessons outside of the school system. Harper’s improvement was nearly up to standard for her age. The teacher in Title I wanted to graduate her from the program. However, because she started so far behind, her first grade teacher requested she stay in for the rest of the year. Harper was graduated from the program. She appeared to be a Title I success story when in reality, she was going to Inspiring Minds twice a week for a year.

My youngest child also started with Inspiring Minds after struggling for two years to improve her speech. She’s only five. Traditional speech therapy hasn’t been as effective as dyslexic specific education. The girls are at a different school now. We have no access to school provided speech therapy, but it wouldn’t help my youngest any more than her other speech therapy.

Even with supportive, engaged teachers I still have to address problems stemming from the lack of dyslexia awareness and how it affects children. For instance, when the girls take a long time to answer and stumble over words, the teacher says things like “Hurry up, or I have to move on.” This is done in front of the class. She doesn’t realize that these problems with speech are a common trait in those with dyslexia.

Schools have the ability to create individualized education plans for children—except for those with dyslexia. We know dyslexia is the most common learning disability. We know the percentages. There are established and proven learning methods to teach children with dyslexia. After my experience with my daughters, and after learning what her father and her grandparents went through in school, I’m left with one question. Why has nothing changed?

I tell you my story to provide examples of how the public school system is unable to provide education and services for children with dyslexia. I support HB 1461. Thank you for your time.

Sincerely,
Lisa Elijah

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Chairman Schaible and committee members,

My name is Krisanna Peterson. I am a mother of a special needs child and an educator who works with special needs students. I live in Bismarck ND. I am asking for a DO PASS for SB 1461.

I found out seven years ago that my child has phonetic dyslexia. It is not the common dyslexia where people have trouble reading and learning because their brains turn the letters around. My son was tested by a pediatric neuropsychologist, Dr Amy Meidinger, at the Neuropsychic Associates in Fargo, ND. Bismarck does not have any pediatric neuropsychologists. My son, Nic, has phonetic dyslexia which means he sounds out each part of the word when he spells it. Nic was tested in kindergarten but the schools only solution was for Nic to use a computer's spell check. This just does not work as he can not choose the right word. This disability affects every school subject he takes. Dr Meidinger recommended Nic get special training called Orton-Gillingham. No teachers in the Bismarck school system have this training. The people who do have the training charge a fee of 60 dollars an hour. I am unable to afford to pay for this training. I have tried to get funding from many sources. I asked Gaber which generally gives donations for things that insurance will not cover. I was denied. I have met many other families who have children with disabilities like my son. They too struggle to make ends meet and are unable to pay for special training.

I would like to urge you to talk to Dr. Meidinger and allow her to testify to the difficulties some children have and how training would improve their chances of achieving success in school. There are no certifications for phonetic dyslexia and to get the training costs over \$500. Please help to lower these costs so students like my child can get the training and grow to their full potential. Please help teachers with the cost of the training. Please pass HB 1461. This is vitally important for our children's future.

I would like to thank you for your time. If you have questions please give me a call or email me. please go to this website for more information

<http://www.neuropsychnd.com/doctor/amy-meidinger>.

Krisanna Peterson
3124 Dortmund Dr
Bismarck ND 58504
701-261-9574

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March 20, 2019

Dear Committee Members,

My name is Kerry Mosset from Bismarck and I am writing this letter to tell you why I support and think it vital that you support HB1461. I have been an elementary educator for 21 years, most of which have been teaching third grade. I received all my educational training through North Dakota Universities which include a BS in Elementary Education through U of Mary and a Masters in Elementary Education through UND. I am also the mother of a dyslexic son who is currently a 4th grader. Our frustrating journey in getting the diagnosis, support, accommodations and interventions needed are very similar to all the stories shared at the House Education Committee hearing that I attended in February.

As a Kindergartner, my son did well with memorizing sight words in isolation and loved to be read to, but the ability to recognize letter sounds, to write, to recognize sight words in a sentence and to read on his own was a struggle. In first grade, the gap between where he should be as a fluent reader and where he was grew, but it wasn't enough to qualify for extra district reading help. In 2nd grade his reading scores were finally low enough to qualify to get district reading services.

This brings me to the first vital component of HB1461 – SCREENING ALL STUDENTS BEFORE THE END OF 2nd GRADE. The warning signs and red flags of dyslexia were there in Kindergarten for my son, yet he was unable to get extra district reading help until he was failing reading in 2nd grade! With the proper screening, students wouldn't have to fail before receiving the help they need. Early intervention is key! In 3rd grade, I was blessed to have my son as a student in my 3rd grade classroom as I was the only 3rd grade teacher at our building. I was able to see my child not only through my parental lens but also through my teaching lens. After our beginning of year assessments, it was clear that something was interfering with my son's ability to read fluently. Despite his strengths in all other subjects and his unbelievable ability to problem solve, he was the slowest and most inaccurate reader in the class and I felt like such an unbelievable failure as a parent.

Thankfully, my son's District Reading teacher had the courage to approach me after school one day and had a heart to heart conversation with me. After working closely with my son for many months, she very cautiously explained that she thought my son might have dyslexia. I immediately thought she was crazy. Dyslexia (I naively thought at the time) was when kids reversed letters and numbers and read and said words backwards. She then explained how she was dyslexic and she recognized many of the reading behaviors my son displayed. Then I began to listen. And so my journey of reading about dyslexia and learning everything I could about it began.

This brings me to the second vital part of HB1461 - TEACHER TRAINING ON IDENTIFICATION AND INTERVENTION. I am so embarrassed to admit that I was an elementary teacher of 20 years and had no idea what the red flags were for dyslexia. We know that dyslexia affects 1 in 5 students. If 20% of our student population is affected by dyslexia, shouldn't those working most closely with the students be trained on how to identify the red flags of this learning difference? Why have we been relying on a medical diagnosis when the medical world is not the place that can give these children the interventions and tools they need to learn? Shouldn't ALL teachers be trained on what the warning signs are and given next steps when recognized?

I am also embarrassed and think it's a shame that there was only 1 undergraduate class that was part of my teaching requirement that taught about learning disabilities. This class was an overview about all exceptionalities, from extremely gifted to intellectually disabled and offered little to nothing in terms of how to identify or specifically teach children with these exceptionalities.

I began inquiring about how to find out or who to call to get my son screened or diagnosed for dyslexia. The more I asked about dyslexia with colleagues, the more confused I became. The word Dyslexia alone seemed to be taboo

at school and nobody wanted to touch it within our school district. I heard repeatedly by colleagues and other parents that dyslexia was a medical diagnosis and therefore wasn't allowed as an IEP category in the state of ND. I heard there was only one doctor in Fargo that would give this medical diagnosis of dyslexia. I then heard about Inspiring Minds in Bismarck. I found out I could get my son screened for dyslexia but it was expensive and there was no guarantee that our school district would consider the testing results as it was an outside agency. Despite all the confusion and uncertainties, I needed to know specifically if my son was dyslexic so I took him to Inspiring Minds to be screened. They assessed my son's reading, phonological awareness, his writing, his ability or inability to decode words etc....and after compiling all of his data, they determined he was indeed dyslexic. This private testing cost \$450 from my own pocket. I knew that if my son were to get the accommodations he needed in school, he would need an IEP. At the end of 3rd grade, my son was put on an IEP with the label of a reading disability.

This next part of our journey brings me to the importance of number 4 under Section 2 of HB1461. It states; "A school district must provide a student identified as having dyslexia with education services pursuant to this chapter. The education services must include instruction that is: Research and phonetically based, Multisensory and systematic."

The ND special education category of reading disability is extremely broad. Dyslexia is a specific learning difference underneath this big umbrella. There are a wide variety of different interventions that can be used for students with reading disabilities. I, myself, wasted time as a parent and educator with my son on interventions that did not work. Research shows that phonetically based, multisensory, systematic interventions **are** the teaching difference that can work for students with a dyslexic learning difference. We need to ensure that students with dyslexia receive the proven intervention that works and helps them learn.

I implore you to please pass HB1461. Our students and children need it today! If you have any questions, please contact me at kerrymosset@bektel.com or 701-321-0284.

Respectfully,

Kerry Mosset

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Good Morning Senate Education Committee,

I'm here to show my support for HB 1461 relating to Dyslexia screenings and training to teachers and staff.

Can you imagine having a young child who cries nightly because she says she feels stupid, wishes she was smarter and doesn't understand why she doesn't learn like all her classmates? I don't need to imagine this; I lived this for over 2 years with my daughter who wanted to love school but at the same time hated school because it was so hard. As a parent, there is nothing harder than wanting to make things easier for your child but not knowing how. When everything that is tried to aide in the learning process leads to more tears and frustration and nothing seems to work, it takes a toll on everyone in the family. Until you go through it and witness the impact it has on your family, it doesn't hit home on how important this bill is.

I began to question in her kindergarten and 1st grade year if she was Dyslexic to the professionals at her school and was told no and continually told she will catch up. I knew very little of Dyslexia at the time with no known family history and believed what I was told by the school professionals to be true. After being encouraged by an Occupational Therapist, who had been studying and learning more of the signs of Dyslexia, I took my daughter to a screening at Inspiring Minds. On that day in September, we were finally given an answer as to why she struggled the way she did daily in school, why simple sight words such as WAS, THE, IT couldn't be put to memory, and why the effects of school led to tears most nights and every day before school; she was identified as having severe Dyslexia. That day added a piece to the puzzle of who my daughter is, but also left me with so many questions as to what had been missed in the last two years of school. I question that if the teachers had the proper training, where would she be now. I then started to learn that North Dakota didn't have laws in place to identify Dyslexia within the public school system. My now 9 year old daughter was diagnosed with Dyslexia in September of 2017 at the age of 8 by Inspiring Minds and since that time has been attending tutoring two hours a week in the evenings at Inspiring Minds in Bismarck. It requires a lot of her mentally to attend school for a full day and then give her best at tutoring in the evenings. My daughter is fortunate that we have accessibility to Inspiring Minds locally. However, with only a few facilities in the state that are trained in the Orton-Gillingham method of training that leaves a lot of students behind. A screening, as is presented in this bill, would help identify at a much earlier age any warning signs and to get the proper help a child needs at an earlier age. The screening process is intended to be a short screening, I envision similar to what is already being done for vision and hearing screenings. Dyslexia is more common than most believe impacting up to 20% of the population. However, with proper training and instruction, these students can thrive when taught in the way that their brain processes language skills.

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My daughter understands she is Dyslexic and why she has to work that much harder. However, with her Dyslexia, she is extremely creative, an outside the box thinker, intuitive, imaginative, and artistic. She strives to be a reader and has hopes of one day becoming an elementary education teacher. I hope to see that happen as she would make an outstanding teacher. With her consistent tutoring, she has progressed in ways I never dreamed possible; she is becoming more confident and learning to trust in her own abilities. Tutoring and understanding her Dyslexia is opening her view of the world from what was once a foreign language to seeing the world around her in a way that she can understand. Imagine being able to read and understand things written around you for the first time! It's quite remarkable to witness where she is today, all thanks to Inspiring Minds. She is less frustrated, the resistance to read is less, and her school days are becoming less mentally draining and exhausting. What we see instead is her self-esteem is growing, she is finally putting trust in herself and her abilities, and she is finding joy in reading. I witnessed her reading a book the other night with her younger sister, with a fluency that is solely the work of the proper training and learning that she is receiving at Inspiring Minds. I also heard giggles emerge from her as she read; the words are taking on a meaning and finally not just being words to read. The training to teachers and administrators that is presented in this bill would only help and allow my daughter and others like her to grow and reach higher goals by learning consistently at both Inspiring Minds and her public school.

Early intervention is so critical in so many areas of childhood development, Dyslexia should be no different. Please help to make Dyslexia accommodations be as common as speech, occupational or physical therapy to help kids with Dyslexia soar as high as their peers. I encourage you to vote yes on this bill and help our next generation of students become our future leaders.

Thank you for your time,

Jennifer Dockter

HB 1461-**Opposed**

Chairperson Schaible, Vice Chairperson Fors, and Members of the Education Committee:

For the record my name is Tracy Klein, I am the Director of Special Education for Morton/Sioux Special Education Unit (MSSEU); which encompasses Mandan School District and six neighboring School Districts in Morton and Sioux Counties.

In an effort to be an information source, I wish to share my testimony to aid in perspective as you contemplate a magnanimous system change.

I contend this bill is overly dogmatic, services for Reading problems and sub component areas of reading such as; comprehension, decoding, dyslexia, etc. have been and are currently accounted for in the Individuals with Disabilities Education Act (IDEA). Both the assessment process and reading difficulties associated with dyslexia are encompassed by CFR: 300.304-300.311 and 300.8 (c) (10) within Specific Learning Disabilities. In addition, I maintain this bill does not acknowledge our state currently has highly trained “Reading Specialists” and Master Level Special Education staff who assess and provide interventions for students having a plethora of Reading (and multiple academic) disabilities.

I encourage you to **oppose** this bill as written for the following reasons:

-While important, mandating training and specialized endorsements for sub areas of reading or any subject area is overly prescriptive and in turn limits broader holistic interventions.

-This bill erroneously implies a specialized reading methodology, or multisensory approach addresses the corresponding interventions encompassed by the term dyslexia; while simultaneously disregarding the need for broader reading programming to address all levels of reading.

Morton - Sioux Special Education Unit
GREAT STUDENTS. GREAT SCHOOLS. GREAT EDUCATORS.

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901 Division St. NW | Mandan, North Dakota 58554 | Telephone: 751-6500 | DIRECTOR, TRACY KLEIN

-Local districts are better situated to determine training needs given the competing interests for professional development priorities and limited financial resources.

-It is an overreach to initiate a State Code/system that may lead to the establishment of a unique or self-standing disability category in excess of the current Specific Learning Disabilities category identified by the Federal IDEA. This precedence may lead to a greater demand for establishing Multiple State Codes for the numerous areas of exceptionality.

-Fiscal support has yet to be established but will be necessary to implement with fidelity the prescribed screenings, training for credentials, developing additional physical small group or classroom space and employment of additional staff with the specified endorsement (i.e. an unfunded mandate with the fiscal burden being placed on individual school districts).

-I propose it would be more effective and cost efficient to study and identify training encompassing broader research-based Reading Methodology as we attempt to support all struggling readers.

I am happy to answer questions you may have for me!

Tracy Klein
Student Services Director
Morton-Sioux Special Education Unit
901 Division St. NW
Mandan ND 58554
Ph# (701)751-6500

1. **Plans should be multisensory:** Are you tapping into the various learning pathways (visual, auditory, kinesthetic/tactile) when teaching your students? Are they able to "see," "hear" & "feel" what you are teaching?
2. **Plans should be phonetic & alphabetic:** Are you teaching your students that there is a logical connection between sounds and symbols in the English language?
3. **Plans should be synthetic/analytic:** Are you teaching your students the phonemes (smallest unit of sound) & their corresponding graphemes (written symbol)? Are you teaching your students that a whole word can be broken down into its smallest parts by decoding?
4. **Plans should be structured:** Do the materials/concepts in your lesson connect with previously taught information? Are your lessons structured in such a way that your students know what to expect throughout the lesson?
5. **Plans should be sequential:** Are your lessons moving from simple concepts to the more complex ideas & concepts?
6. **Plans should be repetitive:** Are you consistently circling back for review? This promotes word recognition, reading fluency & reading comprehension.
7. **Plans should be cumulative:** As skills are mastered, new skills are introduced. Each step serves as a building block to learning the English language.
8. **Plans should be cognitive:** Do your lessons teach your students the various rules of our language & how to apply those rules to reading, writing & spelling?
9. **Plans should be diagnostic:** Are you consistently progress monitoring your students' performance to assess areas of need & responsiveness to intervention?
10. **Plans should be prescriptive:** Are you then taking the diagnostic information to drive subsequent lessons to best target individual needs.

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Please consider the following on why teachers need more than one method to reach striving ^{p1 of 1} reading students.

I became reading specialist at a local elementary in Bismarck after serving as instructional coach and classroom teacher. When I took the position, there was a young man that had been struggling in reading since kindergarten. He was now a second grader.

The term Dyslexia had been thrown around based on some of his displayed patterns. The year prior, the reading specialist decided to put him on a program using Orton Gillingham methods. Not yet knowing the student well, I continued the program. It was painful, and I regret that I continued as long as I did. He wasn't engaged. He would often lay his head on the table. It was a struggle to get him motivated to do it. Not only was he miserable, he wasn't growing!

I finally decided that I couldn't do it to him anymore. I delivered reading instruction that included phonics, strategic thinking, reading practice with coaching, fluency work, and comprehension support. We also incorporated some eye exercises to make his eyes work together to see print on a page. Shortly after these changes, he began to engage and GROW! Within roughly a year, not only was he considered proficient, not needing reading services any longer, but he was at grade level in reading! With a strong foundation in place, he still does not need reading services.

At the end of the year, I showed him the books he had been reading when we first started working together compared to what he could read at the end. He was surprised and extremely proud! Let's offer all students the chance at this kind of success. I hate to think what his journey would have looked like if I continued to push the program of Orton Gillingham methods. I fear that this child would have been misdiagnosed as dyslexic because he demonstrated some of the same characteristics.

Submitted by:

Deanna Dockter Krueger
Reading Specialist
Bismarck, ND
Deanna.krueger7@gmail.com

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p10f2

Testimony
Senate Education Committee

3-18-19

By Tina Pletan, Bismarck Public Schools Literacy Staff Developer

701-323-4052

Bismarck Public Schools

Chairman Schaible and Members of the Committee:

My name is Tina Pletan and I am the Bismarck Public Schools Literacy Staff Developer. While I agree with the intent of this bill in terms of improving reading outcomes for all students, I am here to provide testimony in opposition to HB 1461 for the following reasons:

1. BPS already has a structure in place that meets the intent of this bill. Currently in Bismarck Public Schools, all students in grades K-5 are administered screening assessments to identify those students who are at risk of reading failure. To provide additional screening for all students for dyslexia would be redundant and costly.
2. Our structure also includes teams of educators who determine evidence-based interventions that closely match the unique needs of students. Students' progress is closely monitored.
3. There are already training requirements for teachers to provide reading instruction; therefore, it is not necessary to create another credential in the area of dyslexia. This has the potential to cause confusion about which teachers can work with which students. This also has implications for additional costs for districts with no fiscal note attached to the bill.

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4. It seems that there is a need for baseline data in terms of the level of need for dyslexia screening and intervention before schools start reporting on efforts to screen and identify students with dyslexia. It is unclear what data is being used to establish this need.

While I am in opposition to the bill, it is important to note that we all agree that improving the reading outcomes for each and every student is very important. However, professional development should be lead, designed and implemented at the district and building levels in all areas of reading instruction. This allows staff the ability to respond to the specific reading needs of their student body.

Thank you very much for your time.

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My name is Jaylia Prussing. I am testifying on behalf of the North Dakota Colleges for Teacher Education (NDACTE), Special Education Ad-Hoc. I want to thank Chairman Schaible, and fellow members of the Senate Education Committee for the opportunity to share our thoughts regarding House Bill 1461.

Our ad-hoc members represent public and private universities across the state of North Dakota. Our group is comprised of former special education teachers, administrators, higher education accreditation directors and professors in special education. We understand the concern for individuals with dyslexia and appreciate the conversation this bill has produced. However, as a collective group we **oppose House Bill 1461 as written**. There is potential to support the bill with the following amendments: (a) require specialists trained in comprehensive reading intervention rather than dyslexia specific and (b) keep identification within IDEA 2004 federal law and not base serving on medical diagnosis.

Special education accreditation standards require study and application in learning differences, evidence-based reading instruction and intervention (Council for Exceptional Children (CEC), 2015¹). Grounded in research, the International Dyslexia Association (2019) does not call for a prescribed package of program instruction but rather calls for structured literacy instruction. Structured literacy instruction is evidence-based and therefore falls under one of the required areas of study at all accredited universities offering special education licensure programs.

Further, accreditation standards require knowledge and application of special education laws (CEC, 2015). As mandated by the Individuals with Disabilities Education Act (IDEA), school districts are required to identify and provide instructionally appropriate services to students with dyslexia that result in eligibility under specific learning disability. Students found ineligible under special education are able to receive intervention through multi-tiered systems of support and/or building intervention. Pre-service special education teachers are instructed in the basic tenants of IDEA 2004 which include utilization of evidence-based practices and building level supports.

From the teacher preparation perspective, we anticipate the passing of this bill will require universities to train members of their programs in dyslexia specific programs or purchase training services. Further, rather than keeping dyslexia coursework integrated into current reading instruction and intervention coursework, additional courses would likely need to be added. Thus, not only will the passing of the bill increase the costs of the licensure programs, but an increase in coursework completion time will also be noted.

As of January 1, 2018, the reading interventionists were no longer required to hold a reading credential or advanced coursework in reading development and intervention (North Dakota Department of Public Instruction (DPI), 2018). Prior to the elimination of the reading credential, reading interventionists were required to complete advanced level coursework in reading strategies and intervention. This bill not only contradicts the state's decision made just over a year ago, but also creates an even more narrowly defined specialty teaching position that would only require training in the area of dyslexia intervention. As noted before, we understand the unique

¹ In order to offer educator preparations programs that lead to licensure, North Dakota's Education Standards and Practices Board requires adherence to CEC's preparation standards for both initial and advanced programs. The Council for the Accreditation of Educator Preparation (CAEP) also references CEC.

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challenges of dyslexia, however, we also understand that each individual with dyslexia has unique learning needs. Therefore, we believe interventionists with comprehensive knowledge in evidence-based reading intervention is the best option for all students.

In summary, our group acknowledges individuals with dyslexia face unique challenges, however, these unique challenges are able to be met through evidence-based reading practices. If the concern is related to underqualified personnel, the NDACTE special education ad-hoc committee recommends consideration of reversing the elimination of the reading credential and reinstating a high standard of qualification² for our special education teachers.

Sincerely,



Jaylia Prussing
North Dakota Association for Teacher Education
Special Education Ad-Hoc

References

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International Dyslexia Association. (2019). Effective reading instruction. Retrieved from <https://dyslexiaida.org/effective-reading-instruction/>

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² North Dakota's Education Standards and Practices Board (ESPB) downgraded the licensure requirements for special education from an undergraduate major to a minor in 2017. Further, the category of specific learning disabilities used to require advanced level coursework, but now students are able to teach in all major disability categories (Intellectual Disabilities, Specific Learning Disabilities and Emotional Disturbances) with an undergraduate minor. The special education minor is unregulated in terms of criteria and therefore does not require any methodology, intervention or assessment coursework.



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HB 1461 – Dyslexia 3/20/19
NDCEL Testimony in Opposition (Copas)

Chairman Schaible and members of the Senate Education Committee, I am here today representing NDCEL and our K12 school leaders as we discuss concerns that we have with this bill. This bill has some inherent issues in it. I also have professionals from the field with me here today that will discuss this from a school-based standpoint and would be well equipped to answer questions you might have specific to how this is being handled in schools today. Additionally, I have a signed letter which you’ve all received in my testimony from our Special Education Directors in the state indicating their professional opinion on this matter.

This testimony comes after careful consideration and should not be confused with lack of identification of the seriousness of this learning disability for our students that struggle with this. Each and every educational professional I’ve visited with about this has indicated that dyslexia, like with many of the disabilities our students struggle with, is not one to take lightly – certainly deserving as much school based attention as possible to assure the success of students. At the educational level this should continue to be an ongoing conversation on how we can better serve our student populations that have this learning disability as well as other learning disabilities our students struggle with. However, experts from the field do not agree that the approach in this bill will solve the issue. Additionally a key and inherent issue with the bill in general is the basic question that if we are going to carve out an area of century code for a specific disability – do we then need to do the same with each other disability such as Auditory Processing Disorder (APD), Visual Processing Disorder, Dyscalculia, Dysgraphia, Language Processing Disorder, Non-Verbal Learning Disabilities, Visual/Perceptual – Visual/Motor Deficit, ADHD, Dyspraxia, Executive Functioning, Dysphasia, Autism, Tourette’s? I would imagine the door would be open to that in future legislative sessions, and we’ve not typically known this body to enjoy legislating the “how-to” when it comes to educating our students – that job has best been left to the highly qualified professionals in the field. The legislator’s role has traditionally been to provide for a uniform system of public education and for providing the guideline regarding general qualifications for the



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“highly qualified individual” I referenced, so that as state leaders your job doesn’t *have* to be managing the detail of the “how-to”.

As with other issues that relate to a student disability, the best possible resolution comes from bringing experts together to learn from each other and find ways to best serve the students. Clearly those in support have a compelling argument for focus on this disability, however, in our humble opinion, a better and more research based approach would be a legitimate task force to put focused intent on providing the best possible services to students who deal daily with dyslexia.

Un-funded Mandate

Screening: One of the key areas that brings concern to school leaders is the inherent unfunded mandate that comes from this bill. Mandated offering of screening for all students in grades K-2 including the screening equipment & tests, and staff and student time. Screenings for all students would come at an extraordinary expense and time consumption. Further – regarding learning disabilities, we do not require screening of all students for anything. Screenings take place when notable challenges are indicated. In addition, as noted in the research article attached which is a meta analysis performed by the International Literacy Association indicated that “Some have advocated for an assessment process that determines who should and should not be classified as dyslexic, but this process has been widely shown to be highly variable across states and districts in the United States, of questionable validity, and too often resulting in empirically unsupported, one-size fits all program recommendations.” On the basis of this inherent variability, what our educators have been doing is ongoing analysis of all kinds of learning and reading disabilities performing a full battery of screenings when a student *shows indications* of struggling rather than offering a blanket screening to all.

The reporting requirement in this section additionally adds to the already overwhelming list of data that schools report on. Again – I mentioned earlier the challenges of future legislation coming our way if this passes for other learning disabilities, it would seem that there might be a tidal wave of additional reporting in the future.



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Professional Development/Training: While utilization of REA's is one of our optimal processes for training, we must question whether or not all 8 REA's have individuals trained with at least an MED in Specialized Learning Disabilities or the equivalent to be able to support districts with requested training – this thereby becomes a mandate that REA's do not currently have the funding to perform. Additionally, when our Special Education Directors from Special Education Study Council – directors from around the state do not recommend this bill – that makes this request challenging. I'd ask that you please refer to the letter written from the ND Special Education Study Council.

Again, we agree that there needs to be more district level and state level serious conversations. We'd like to instead recommend that a task force be considered to study and collaborate in the area of dyslexia and early intervention in disabilities that impact reading as it, along with other learning disabilities, deserves our continued attention and ongoing improvement on how we support the students who have these disabilities. Perhaps this would be an ideal subcommittee study of the K12 Coordination Council if SB2215 passes. 😊

We respectfully recommend a DO NOT PASS On this bill and rather recommend a task force approach to address this learning disability.

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UPPER VALLEY SPECIAL EDUCATION

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Senate Chairperson Schaible and Education Committee Members:

On behalf of the North Dakota Special Education Director's Study Council, we applaud the efforts of concerned parents and legislators who support House Bill 1461, relating to dyslexia screenings and training for teachers. While we strive daily to ensure every student in North Dakota learns to read, we have significant concerns regarding the language and implications of HB 1461 and **oppose** it as it is written.

We encourage you to **oppose HB 1461** as written for the following reasons:

- 1) The short and long-term financial implications of this bill are not addressed.
 - a. Districts are unable to immediately budget for required dyslexia training and coursework for staff to become certified as the bill does not identify how a teacher becomes a 'dyslexia specialist.'
- 2) The definition of 'dyslexia' in this bill needs to be reviewed and redefined. If a student has an intellectual disability, he/she will struggle with reading; that does not mean he/she has dyslexia.
- 3) Regional Education Associations (REAs) are identified in this bill to train school districts in dyslexia identification and interventions. While some REAs across North Dakota are strong and provide extensive training to districts, some others are not. REAs need to be unified in their knowledge of dyslexia and role of providing training to districts before it becomes a state law.
- 4) It is an overreach to initiate a State Code/system that may lead to the establishment of a unique or self-standing disability category in excess of the current Specific Learning Disabilities category identified by the Federal IDEA. This precedence may lead to a greater demand for establishing Multiple State Codes for the numerous areas of exceptionality.

As special education directors, we share in a common goal of wanting every student in North Dakota to learn to read. We agree that more training needs to be given to school districts on reading interventions in our state. We do not believe HB 1461 would appropriately accomplish that goal. Given our concerns with HB 1461, **we propose the following:**

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- 1) We request a **study committee** be formed at the state level. This study committee would include stake holders to prepare for the 2021 legislative session. This committee would...
 - a. collect data to identify how many ND students have reading difficulties but are not receiving reading interventions
 - b. collaborate to specifically define dyslexia (what it is and what it is not)
 - c. identify, research, and recommend dyslexia screening tools and interventions
 - d. compare and contrast the requirements of a dyslexia specialist and current ND Education Standards and Practices Board Special Education Endorsements

Findings of the above items would be compiled to make any necessary recommendations for the 2021 legislative session.

Thank you for your attention to our concerns and recommendations.

Sincerely,



Dan Juve
President North Dakota Study Council

INTERNATIONAL
LITERACY
ASSOCIATION

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RESEARCH ADVISORY

Dyslexia

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Both informal and professional discussions about dyslexia often reflect emotional, conceptual, and economic commitments, and they are often not well informed by research. Our beliefs and practices should be grounded by what emerges from the available evidence (Elliott & Grigorenko, 2014; Vellutino, 1979; Washburn, Joshi, & Binks-Cantrell, 2011). Although there are contradictions and uncertainties in the research on dyslexia, there are also important convergences.

First, some children, both boys and girls, have more difficulty than others in learning to read and write regardless of their levels of intelligence or creativity. When beginning literacy instruction is engaging and responsive to children's needs, however, the percentage of school children having continuing difficulty is small (Vellutino et al., 1996; Vellutino, Scanlon, & Lyon, 2000).

Second, the nature and causes of dyslexia, and even the utility of the concept, are still under investigation. Although genetics and neurology appear to play a role in reading difficulties, environment and instruction moderate that role. Evidence does *not* support what many take to be indicators or predictors of dyslexia, including clumsiness, fine motor problems, attention deficits, creativity, or handedness (Barth et al., 2010; Elliott & Grigorenko, 2014; Fletcher et al., 2011; Ritchie, Luciano, Hansell, Wright, & Bates, 2013).

Third, dyslexia, or severe reading difficulties, do *not* result from visual problems producing letter and word reversals (Vellutino, 1979). Most children confuse similar-looking letters and words while learning to read. This is partly because some letters are similar in appearance and partly because most objects children learn about are called by the same name no matter how they are oriented in space—a chair is a chair even when it is turned upside down. Letters and words are not like that—a *p* is a *p* in one orientation only. Children need to learn that orientation matters when it comes to print. Children sometimes confuse whole words (such as *was* and *saw*) because they look alike except for the order of the letters. In their early learning, children often do not use the sequence of letter-sounds in the word to help them settle to the word's identity.

Many researchers accept the idea that dyslexia/severe reading difficulties results from difficulties in analyzing and manipulating sounds in words (Vellutino, Fletcher, Snowling, &

Evidence does not support what many take to be indicators or predictors of dyslexia, including clumsiness, fine motor problems, attention deficits, creativity, or handedness.

Scanlon, 2004). These difficulties, however, do not of themselves allow us to distinguish readers with dyslexia from other readers encountering difficulties, or from younger readers with the same level of reading proficiency. Errors in reading and spelling made by children classified as dyslexic are not reliably different from those of younger children who are not classified as dyslexic. Rather, evidence suggests that readers with similar levels of competence make similar kinds of errors. This does not suggest a greater incidence of dyslexia, but instead that some difficulties in learning to work with sounds are normal.

One disconcerting outcome of the challenges involved in making distinctions is that estimates of the incidence of dyslexia vary widely. In spite of that, research indicates that most students who experience literacy problems in their early years do not ultimately have long-term difficulties when appropriate instruction and intervention are provided. In fact, interventions that are appropriately responsive to individual needs have been shown to reduce the number of children with continuing difficulties in reading to below 2% of the population (Vellutino et al., 2000).

As yet, there is no certifiably best method for teaching children who experience reading difficulty (Mathes et al., 2005). For instance, research does *not* support the common belief that Orton-Gillingham-based approaches are necessary for students classified as dyslexic (Ritchey & Goeke, 2007; Turner, 2008; Vaughn & Linan-Thompson, 2003). Reviews of research focusing solely on decoding interventions have shown either small to moderate or variable effects that rarely persist over time, and little to no effects on more global reading skills. Rather, students classified as dyslexic have varying strengths and challenges, and teaching them is too complex a task for a scripted, one-size-fits-all program (Coyne et al., 2013; Phillips & Smith, 1997; Simmons, 2015). Optimal instruction calls for teachers' professional expertise and responsiveness, and for the freedom to act on the basis of that professionalism.

Some have advocated for an assessment process that determines who should and should not be classified as dyslexic, but this process has been shown to be highly variable across states and districts in the United States, of questionable validity, and too often resulting in empirically unsupported, one-size-fits-all program recommendations. Assessment that gives us

As yet, there is no certifiably best method for teaching children who experience reading difficulty.

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data on how to support instruction that is responsive to individuals' needs and comprehensive in scope is more useful in meeting students' needs (Vellutino et al., 2004). So it may be that not using the term *dyslexia* would, on balance, benefit the teaching/learning process: Professionals' attention would be turned away from an arbitrary cut-off point for making decisions about a learner and toward a focus on what that learner is ready to learn and, from there, on to how to provide beneficial instruction.

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International Literacy Association: Literacy Research Panel

Panel Chair

Peter Freebody, Fellow, Academy of the Social Sciences in Australia

Panel Members

Peter Afflerbach, University of Maryland

Donna Alvermann, University of Georgia

Jim Anderson, University of British Columbia

Nell Duke, University of Michigan

Christine Garbe, University of Cologne, Germany

Gay Ivey, University of Wisconsin-Madison

Robert Jiménez, Peabody College, Vanderbilt University

Peter Johnston, University at Albany, SUNY

Diane Lapp, San Diego State University, Health Sciences Middle & High Schools

Stuart McNaughton, University of Auckland, New Zealand

Ernest Morrell, Teachers College, Columbia University, Director, Institute for Urban and Minority Education (IUME)

David Reinking, Clemson University

Deborah Rowe, Peabody College, Vanderbilt University

Jennifer Rowsell, Brock University Niagara, Canada

Misty Sailors, University of Texas at San Antonio

Sheila Valencia, University of Washington

Diane Barone, President, International Literacy Association, University of Nevada, Reno

William Teale, Board Liaison, International Literacy Association, University of Illinois at Chicago

Marcie Craig Post, Executive Director, International Literacy Association



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This research advisory is available in PDF form for free download through the International Literacy Association's website:
literacyworldwide.org

Suggested APA Reference

International Literacy Association. (2016). *Dyslexia* [Research advisory]. Newark, DE: Author.

About the International Literacy Association

The International Literacy Association (ILA) is a global advocacy and membership organization dedicated to advancing literacy for all through its network of more than 300,000 literacy educators, researchers, and experts across 75 countries. With 60 years of experience in the field, ILA believes in the transformative power of literacy to create more successful societies, healthy communities, and prosperous economies. ILA collaborates with partners across the world to develop, gather, and disseminate high-quality resources, best practices, and cutting-edge research to empower educators, inspire students, and inform policy-makers. For more information, visit literacyworldwide.org.

Media Contact: For all media inquiries, please contact press@reading.org.

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NDSBA

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**Testimony of Alexis Baxley
Senate Education Committee**

March 20, 2019

Chairman Schaible and members of the Senate Education Committee, my name is Alexis Baxley. I serve as the executive director of the North Dakota School Boards Association. NDSBA represents all 178 public school districts in the state of North Dakota and their boards. We are here today in opposition to HB 1461.

We have a number of concerns about the bill, but first and foremost is what seems to be a focus on finding a one size fits all approach identifying and teaching students with dyslexia. Research has consistently shown that there is not one consistently effective approach, but rather, instruction should be modified to suit each individual student's strengths and weaknesses. I provided the clerk with a publication from the International Literacy Association regarding dyslexia research.

Second, we are concerned that the bill singles out dyslexia from other learning challenges. This could result in schools focusing on identifying students with dyslexia and missing students with other challenges as a result.

Finally, we are concerned that the bill includes requirements for public school districts and the superintendent of public instruction, but does not include any funding for those tasks.

For these reasons, we encourage the committee to give HB 1461 a do not pass recommendation. Thank you for your time, and I would be happy to answer any questions.

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1461

Page 1, line 1, after "enact" insert "a"

Page 1, line 1, replace "sections" with "section"

Page 1, line 1, replace "chapters" with "chapter"

Page 1, line 1, remove "and 15.1-34"

Page 1, line 2, replace "dyslexia" with "reading"

Page 1, line 2, remove "and training for teachers and other staff"

Page 1, line 2, after the semicolon insert "and"

Page 1, line 4, replace "dyslexia" with "reading"

Page 1, line 4, remove "; and to provide for a report to the legislative management"

Page 2, line 4, replace "dyslexia" with "reading"

Page 2, remove lines 9 through 31

Page 3, replace lines 1 through 6 with:

"Reading screening.

1. Each public elementary school shall include in the developing and processing of assessments and screening of reading, the core components of phonetic awareness, decoding, and spelling. The screening also must be offered if requested by a parent, legal guardian, or teacher.
2. The board of a school district may contract with, employ, and compensate reading specialists, credentialed by the superintendent of public instruction under section 15.1-02-16, to educate and train district teachers in appropriate reading screening methods, identification, and intervention. A reading specialist hired by the board of a school district must be trained in proven reading remediation strategies."

Renumber accordingly

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Sixty-sixth
Legislative Assembly
of North Dakota

ENGROSSED HOUSE BILL NO. 1461

Introduced by

Representatives Strinden, P. Anderson, Mock, Schatz

Senators Davison, Kreun, Myrdal

1 A BILL for an Act to create and enact a new sectionssection to chapterschapter 15.1-32 and
2 ~~15.1-34~~ of the North Dakota Century Code, relating to dyslexiareading screenings and training
3 ~~for teachers and other staff~~; and to amend and reenact section 15.1-02-16 of the North Dakota
4 Century Code, relating to credentials for dyslexiareading specialists; and to provide for a report
5 to the legislative management.

6 **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

7 **SECTION 1. AMENDMENT.** Section 15.1-02-16 of the North Dakota Century Code is
8 amended and reenacted as follows:

9 **15.1-02-16. Superintendent of public instruction - Issuance of credentials to teachers**
10 **and administrators.**

11 The superintendent of public instruction may adopt rules governing the issuance of:

- 12 1. Credentials for teachers of driver's education;
- 13 2. Credentials for teachers of early childhood special education;
- 14 3. Credentials for elementary school principals;
- 15 4. Credentials for teachers of students who are emotionally disturbed;
- 16 5. Credentials for teachers of students who are gifted and talented;
- 17 6. Credentials for secondary school principals;
- 18 7. Credentials for library media;
- 19 8. Credentials for teachers of title I;
- 20 9. Credentials for teachers of students who have intellectual disabilities;
- 21 10. Credentials for teachers of students who are physically disabled;
- 22 11. Credentials for coordinators of programs for students with limited English proficiency;
- 23 12. Credentials for school counselors;
- 24 13. Credentials for special education directors;

- 1 14. Credentials for special education strategists;
- 2 15. Credentials for teachers of students who have specific learning disabilities;
- 3 16. Credentials for superintendents;
- 4 17. Credentials for teachers of students who have vision impairments;
- 5 18. Credentials for dyslexia reading specialists;
- 6 19. Credentials for teachers of students who are deaf or hard of hearing; and
- 7 19-20. Certificate of completion for paraprofessionals.

8 **SECTION 2.** A new section to chapter 15.1-32 of the North Dakota Century Code is created
9 and enacted as follows:

10 **Dyslexia screening – Report to legislative management.**

- 11 1. Each public elementary school shall offer to administer dyslexia screenings to any
12 enrolled student through the end of the second grade. A parent or legal guardian of a
13 student may refuse a dyslexia screening offered by the school.
- 14 2. The board of a school district may contract with, employ, and compensate dyslexia
15 specialists, credentialed by the superintendent of public instruction under section
16 15.1-02-16, to educate and train district teachers in appropriate dyslexia screening
17 methods, identification, and intervention. A dyslexia specialist hired by the board of a
18 school district must be trained in proven dyslexia remediation strategies.
- 19 3. The superintendent of public instruction shall adopt rules, in consultation with
20 teachers, school administrators, and other stakeholders, setting forth the criteria for
21 administering dyslexia screenings and for notifying the student's parent or legal
22 guardian of the results of the screening.
- 23 4. The board of each school district shall report annually to the superintendent of public
24 instruction regarding the district's efforts to screen and identify students with dyslexia.
25 Before June first of each even numbered year, the superintendent of public instruction
26 shall compile the information and report to the legislative management.
- 27 5. For purposes of this section, "dyslexia" means a specific learning disability that is
28 neurological in origin and characterized by difficulties with accurate or fluent
29 recognition of words and poor spelling and decoding abilities, independent of the
30 individual's general intelligence level.

1 ~~SECTION 3. A new section to chapter 15.1-34 of the North Dakota Century Code is created~~
2 ~~and enacted as follows:~~

3 ~~**Dyslexia – Training to teachers, administrators, and ancillary staff – Intervention.**~~

4 ~~The superintendent of public instruction shall collaborate with regional education~~
5 ~~associations to disseminate information, training materials, and notice of training opportunities~~
6 ~~to school districts and nonpublic schools regarding dyslexia identification and intervention. If~~
7 ~~public school personnel identify a student as having dyslexia, a trained teacher employed or~~
8 ~~contracted by the school may provide dyslexia intervention services to the student.~~

9 ~~**Reading screening.**~~

10 ~~1. Each public elementary school shall include in the developing and processing of~~
11 ~~assessments and screening of reading, the core components of phonetic awareness,~~
12 ~~decoding, and spelling. The screening also must be offered if requested by a parent,~~
13 ~~legal guardian, or teacher.~~

14 ~~2. The board of a school district may contract with, employ, and compensate reading~~
15 ~~specialists, credentialed by the superintendent of public instruction under section~~
16 ~~15.1-02-16, to educate and train district teachers in appropriate reading screening~~
17 ~~methods, identification, and intervention. A reading specialist hired by the board of a~~
18 ~~school district must be trained in proven reading remediation strategies.~~

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1461

That the Senate recede from its amendments as printed on page 1459 of the House Journal and pages 1217 and 1218 of the Senate Journal and that Engrossed House Bill No. 1461 be amended as follows:

Page 1, line 1, after "enact" insert "two"

Page 1, line 1, replace "chapters" with "chapter"

Page 1, line 1, remove "and 15.1-34"

Page 1, line 2, replace "dyslexia" with "reading"

Page 1, line 2, replace "and training for teachers and other staff" with "and a dyslexia screening pilot program"

Page 1, line 4, remove "dyslexia"

Page 1, line 4, after "specialists" insert "trained in dyslexia"

Page 2, line 4, remove "dyslexia"

Page 2, line 4, after "specialists" insert "trained in dyslexia"

Page 2, remove lines 9 through 31

Page 3, replace lines 1 through 6 with:

"Reading screening.

1. Each public elementary school shall include in the developing and processing of assessments and screening of reading, the core components of phonetic awareness, decoding, and spelling. The screening also must be offered if requested by a parent, legal guardian, or teacher.
2. The board of a school district may contract with, employ, and compensate specialists trained in dyslexia and reading, credentialed by the superintendent of public instruction under section 15.1-02-16, to educate and train district teachers in appropriate reading screening methods, identification, and intervention. A specialist trained in dyslexia and reading hired by the board of a school district must be trained in proven reading remediation strategies.

SECTION 3. A new section to chapter 15.1-32 of the North Dakota Century Code is created and enacted as follows:

Dyslexia screening - Pilot program - Report to legislative management - Professional development.

1. For purposes of this section:
 - a. "Dyslexia" means a specific learning disability that is neurological in origin and characterized by difficulties with accurate or fluent

recognition of words and poor spelling and decoding abilities, independent of the individual's general intelligence level.

- b. "Specialist trained in dyslexia" means an individual who:
- (1) Has expertise providing training in phonological and phonemic awareness, sound and symbol relationships, alphabet knowledge, rapid naming skills, and encoding and decoding skills;
 - (2) Is fluent in the dyslexia intervention process;
 - (3) Has training in identifying dyslexia; and
 - (4) Has received or is working toward receiving a credential under subsection 18 of section 15.1-02-16.
2. Beginning with the 2019-20 school year and continuing through the 2024-25 school year, the superintendent of public instruction shall establish and operate a pilot program to provide early screening and intervention services for children with risk factors for dyslexia, including low phonemic awareness.
3. To be eligible to participate in the program, a school district must submit an application to the superintendent which:
- a. Identifies a method of screening children for low phonemic awareness and other risk factors for dyslexia;
 - b. Provides for the enrollment of children identified as having risk factors for dyslexia in a reading program staffed by specialists trained in dyslexia and multisensory structured language programs; and
 - c. Includes a methodology for evaluating the effects of the reading program on the identified risk factors of the child.
4. Each school district selected to participate in the program shall:
- a. Provide low phonemic awareness and other dyslexia risk factor screenings for children under seven years of age through a reading program established under subsection 3;
 - b. Provide reading intervention services to students identified as having dyslexia; and
 - c. Administer assessments, approved by the superintendent of public instruction, to determine the effectiveness of the program in improving the reading and learning skills of children enrolled in the program.
5. The superintendent of public instruction shall develop a long-term sustainability plan for the program, and if determined necessary, continue the program for up to four additional years. If the program demonstrates the effectiveness of early reading assistance programs for children with risk factors for dyslexia and if the program reduces special education costs, the superintendent shall determine the long-term sustainability of the program is necessary.

6. The superintendent of public instruction shall adopt rules, in consultation with teachers, school administrators, and other stakeholders, to administer the pilot program under this section. The rules must provide criteria for notifying the parent or legal guardian of a child identified as having dyslexia and of the child's eligibility to participate in the program.
7. The board of each participating school district shall report annually to the superintendent of public instruction regarding the operation, results, and effectiveness of the pilot program in a manner prescribed by the superintendent. Before July 1, 2024, the superintendent of public instruction shall compile the information and report to the legislative management with a recommendation whether to continue the pilot program beyond the 2024-25 school year.
8.
 - a. At least once a year, each participating school district must provide a minimum of one hour of professional development on dyslexia identification and intervention to teachers and administrators. Each participating school district shall encourage ancillary and support staff to participate in the professional development. The training must include:
 - (1) Phonological awareness;
 - (2) Sound symbol recognition;
 - (3) Alphabet knowledge;
 - (4) Decoding skills;
 - (5) Rapid naming skills; and
 - (6) Encoding.
 - b. Each school district shall report the professional development hours to the department of public instruction.
 - c. The superintendent of public instruction shall collaborate with regional education associations to disseminate information, training materials, and notice of training opportunities to school districts and nonpublic schools."

Renumber accordingly

Sixty-sixth
Legislative Assembly
of North Dakota

ENGROSSED HOUSE BILL NO. 1461

#2

Introduced by

Representatives Strinden, P. Anderson, Mock, Schatz

Senators Davison, Kreun, Myrdal

1 A BILL for an Act to create and enact two new sections to ~~chapters~~chapter 15.1-32 ~~and 15.1-34~~
2 of the North Dakota Century Code, relating to dyslexiareading screenings ~~and training for~~
3 teachers and other staff and a dyslexia screening pilot program; to amend and reenact section
4 15.1-02-16 of the North Dakota Century Code, relating to credentials for dyslexia specialists
5 trained in dyslexia; and to provide for a report to the legislative management.

6 **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

7 **SECTION 1. AMENDMENT.** Section 15.1-02-16 of the North Dakota Century Code is
8 amended and reenacted as follows:

9 **15.1-02-16. Superintendent of public instruction - Issuance of credentials to teachers**
10 **and administrators.**

11 The superintendent of public instruction may adopt rules governing the issuance of:

- 12 1. Credentials for teachers of driver's education;
- 13 2. Credentials for teachers of early childhood special education;
- 14 3. Credentials for elementary school principals;
- 15 4. Credentials for teachers of students who are emotionally disturbed;
- 16 5. Credentials for teachers of students who are gifted and talented;
- 17 6. Credentials for secondary school principals;
- 18 7. Credentials for library media;
- 19 8. Credentials for teachers of title I;
- 20 9. Credentials for teachers of students who have intellectual disabilities;
- 21 10. Credentials for teachers of students who are physically disabled;
- 22 11. Credentials for coordinators of programs for students with limited English proficiency;
- 23 12. Credentials for school counselors;
- 24 13. Credentials for special education directors;

- 1 14. Credentials for special education strategists;
- 2 15. Credentials for teachers of students who have specific learning disabilities;
- 3 16. Credentials for superintendents;
- 4 17. Credentials for teachers of students who have vision impairments;
- 5 18. Credentials for dyslexia specialists trained in dyslexia;
- 6 19. Credentials for teachers of students who are deaf or hard of hearing; and
- 7 19-20. Certificate of completion for paraprofessionals.

8 **SECTION 2.** A new section to chapter 15.1-32 of the North Dakota Century Code is created
9 and enacted as follows:

10 ~~**Dyslexia screening – Report to legislative management.**~~

- 11 ~~1. Each public elementary school shall offer to administer dyslexia screenings to any~~
12 ~~enrolled student through the end of the second grade. A parent or legal guardian of a~~
13 ~~student may refuse a dyslexia screening offered by the school.~~
- 14 ~~2. The board of a school district may contract with, employ, and compensate dyslexia~~
15 ~~specialists, credentialed by the superintendent of public instruction under section~~
16 ~~15.1 02-16, to educate and train district teachers in appropriate dyslexia screening~~
17 ~~methods, identification, and intervention. A dyslexia specialist hired by the board of a~~
18 ~~school district must be trained in proven dyslexia remediation strategies.~~
- 19 ~~3. The superintendent of public instruction shall adopt rules, in consultation with~~
20 ~~teachers, school administrators, and other stakeholders, setting forth the criteria for~~
21 ~~administering dyslexia screenings and for notifying the student's parent or legal~~
22 ~~guardian of the results of the screening.~~
- 23 ~~4. The board of each school district shall report annually to the superintendent of public~~
24 ~~instruction regarding the district's efforts to screen and identify students with dyslexia.~~
25 ~~Before June first of each even-numbered year, the superintendent of public instruction~~
26 ~~shall compile the information and report to the legislative management.~~
- 27 ~~5. For purposes of this section, "dyslexia" means a specific learning disability that is~~
28 ~~neurological in origin and characterized by difficulties with accurate or fluent~~
29 ~~recognition of words and poor spelling and decoding abilities, independent of the~~
30 ~~individual's general intelligence level.~~

1 — ~~SECTION 3. A new section to chapter 15.1-34 of the North Dakota Century Code is created~~
2 and enacted as follows:

3 — ~~**Dyslexia – Training to teachers, administrators, and ancillary staff – Intervention.**~~

4 — ~~The superintendent of public instruction shall collaborate with regional education~~
5 ~~associations to disseminate information, training materials, and notice of training opportunities~~
6 ~~to school districts and nonpublic schools regarding dyslexia identification and intervention. If~~
7 ~~public school personnel identify a student as having dyslexia, a trained teacher employed or~~
8 ~~contracted by the school may provide dyslexia intervention services to the student.~~

9 **Reading screening.**

- 10 1. Each public elementary school shall include in the developing and processing of
11 assessments and screening of reading, the core components of phonetic awareness,
12 decoding, and spelling. The screening also must be offered if requested by a parent,
13 legal guardian, or teacher.
- 14 2. The board of a school district may contract with, employ, and compensate specialists
15 trained in dyslexia and reading, credentialed by the superintendent of public instruction
16 under section 15.1-02-16, to educate and train district teachers in appropriate reading
17 screening methods, identification, and intervention. A specialist trained in dyslexia and
18 reading hired by the board of a school district must be trained in proven reading
19 remediation strategies.

20 **SECTION 3.** A new section to chapter 15.1-32 of the North Dakota Century Code is created
21 and enacted as follows:

22 **Dyslexia screening - Pilot program - Report to legislative management - Professional**
23 **development.**

- 24 1. For purposes of this section:
- 25 a. "Dyslexia" means a specific learning disability that is neurological in origin and
26 characterized by difficulties with accurate or fluent recognition of words and poor
27 spelling and decoding abilities, independent of the individual's general
28 intelligence level.
- 29 b. "Specialist trained in dyslexia" means an individual who:

- 1 (1) Has expertise providing training in phonological and phonemic awareness,
2 sound and symbol relationships, alphabet knowledge, rapid naming skills,
3 and encoding and decoding skills;
- 4 (2) Is fluent in the dyslexia intervention process;
- 5 (3) Has training in identifying dyslexia; and
- 6 (4) Has received or is working toward receiving a credential under
7 subsection 18 of section 15.1-02-16.
- 8 2. Beginning with the 2019-20 school year and continuing through the 2024-25 school
9 year, the superintendent of public instruction shall establish and operate a pilot
10 program to provide early screening and intervention services for children with risk
11 factors for dyslexia, including low phonemic awareness.
- 12 3. To be eligible to participate in the program, a school district must submit an application
13 to the superintendent which:
 - 14 a. Identifies a method of screening children for low phonemic awareness and other
15 risk factors for dyslexia;
 - 16 b. Provides for the enrollment of children identified as having risk factors for
17 dyslexia in a reading program staffed by specialists trained in dyslexia and
18 multisensory structured language programs; and
 - 19 c. Includes a methodology for evaluating the effects of the reading program on the
20 identified risk factors of the child.
- 21 4. Each school district selected to participate in the program shall:
 - 22 a. Provide low phonemic awareness and other dyslexia risk factor screenings for
23 children under seven years of age through a reading program established under
24 subsection 3;
 - 25 b. Provide reading intervention services to students identified as having dyslexia;
26 and
 - 27 c. Administer assessments, approved by the superintendent of public instruction, to
28 determine the effectiveness of the program in improving the reading and learning
29 skills of children enrolled in the program.
- 30 5. The superintendent of public instruction shall develop a long-term sustainability plan
31 for the program, and if determined necessary, continue the program for up to four

1 additional years. If the program demonstrates the effectiveness of early reading
2 assistance programs for children with risk factors for dyslexia and if the program
3 reduces special education costs, the superintendent shall determine the long-term
4 sustainability of the program is necessary.

5 6. The superintendent of public instruction shall adopt rules, in consultation with
6 teachers, school administrators, and other stakeholders, to administer the pilot
7 program under this section. The rules must provide criteria for notifying the parent or
8 legal guardian of a child identified as having dyslexia and of the child's eligibility to
9 participate in the program.

10 7. The board of each participating school district shall report annually to the
11 superintendent of public instruction regarding the operation, results, and effectiveness
12 of the pilot program in a manner prescribed by the superintendent. Before
13 July 1, 2024, the superintendent of public instruction shall compile the information and
14 report to the legislative management with a recommendation whether to continue the
15 pilot program beyond the 2024-25 school year.

16 8. a. At least once a year, each participating school district must provide a minimum of
17 one hour of professional development on dyslexia identification and intervention
18 to teachers and administrators. Each participating school district shall encourage
19 ancillary and support staff to participate in the professional development. The
20 training must include:

21 (1) Phonological awareness;

22 (2) Sound symbol recognition;

23 (3) Alphabet knowledge;

24 (4) Decoding skills;

25 (5) Rapid naming skills; and

26 (6) Encoding.

27 b. Each school district shall report the professional development hours to the
28 department of public instruction.

29 c. The superintendent of public instruction shall collaborate with regional education
30 associations to disseminate information, training materials, and notice of training
31 opportunities to school districts and nonpublic schools.

AUGUST 7, 8, 9, 2019

BISMARCK, ND

Structured Literacy Workshop

Orton-Gillingham Teacher and Specialist Training!

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Join us for an engaging 20-hour workshop introducing teachers and specialists to the science-based, explicit, systematic, and multisensory approach to teaching reading, spelling, and writing with proven effectiveness for all learners!

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WHERE: Inspiring Minds, Center for Dyslexia and Literacy
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COST: \$525 including materials (graduate credit is available for an additional fee)

INSTRUCTOR: Pamela Krueger, M.Ed, Fellow In-Training with the Academy of Orton-Gillingham Practitioners and Educators (AOGPE)



Learn about Dyslexia

Learn the science and facts about the most prevalent learning difference affecting as many as 1 in 5 students.

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Classroom Level Certification Available

Hours may be logged and used toward future certification through the Academy of Orton-Gillingham Practitioners and Educators (AOGPE). Call for more information!!!!

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**20-HOURS OF
INSTRUCTION**

\$525 including all materials

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1 GRADUATE CREDIT

\$50 additional fee
(optional)

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HB 1461
4-18-19
#1

19.0557.06004

FIRST ENGROSSMENT

Sixty-sixth
Legislative Assembly
of North Dakota

ENGROSSED HOUSE BILL NO. 1461

Introduced by

Representatives Strinden, P. Anderson, Mock, Schatz

Senators Davison, Kreun, Myrdal

1 A BILL for an Act to create and enact two new sections to ~~chapters~~chapter 15.1-32 ~~and 15.1-34~~
2 of the North Dakota Century Code, relating to dyslexiareading screenings ~~and training for~~
3 ~~teachers and other staff~~ and a dyslexia screening pilot program; to amend and reenact section
4 15.1-02-16 of the North Dakota Century Code, relating to credentials for dyslexia specialists
5 trained in dyslexia; ~~and~~ to provide for a report to the legislative management; and to provide for
6 an exemption.

7 **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

8 **SECTION 1. AMENDMENT.** Section 15.1-02-16 of the North Dakota Century Code is
9 amended and reenacted as follows:

10 **15.1-02-16. Superintendent of public instruction - Issuance of credentials to teachers**
11 **and administrators.**

12 The superintendent of public instruction may adopt rules governing the issuance of:

- 13 1. Credentials for teachers of driver's education;
- 14 2. Credentials for teachers of early childhood special education;
- 15 3. Credentials for elementary school principals;
- 16 4. Credentials for teachers of students who are emotionally disturbed;
- 17 5. Credentials for teachers of students who are gifted and talented;
- 18 6. Credentials for secondary school principals;
- 19 7. Credentials for library media;
- 20 8. Credentials for teachers of title I;
- 21 9. Credentials for teachers of students who have intellectual disabilities;
- 22 10. Credentials for teachers of students who are physically disabled;
- 23 11. Credentials for coordinators of programs for students with limited English proficiency;
- 24 12. Credentials for school counselors;

Sixty-sixth
Legislative Assembly

- 1 13. Credentials for special education directors;
- 2 14. Credentials for special education strategists;
- 3 15. Credentials for teachers of students who have specific learning disabilities;
- 4 16. Credentials for superintendents;
- 5 17. Credentials for teachers of students who have vision impairments;
- 6 18. Credentials for dyslexia specialists trained in dyslexia;
- 7 19. Credentials for teachers of students who are deaf or hard of hearing; and
- 8 ~~19-20.~~ Certificate of completion for paraprofessionals.

9 **SECTION 2.** A new section to chapter 15.1-32 of the North Dakota Century Code is created
10 and enacted as follows:

11 ~~**Dyslexia screening – Report to legislative management.**~~

12 ~~1. Each public elementary school shall offer to administer dyslexia screenings to any~~
13 ~~enrolled student through the end of the second grade. A parent or legal guardian of a~~
14 ~~student may refuse a dyslexia screening offered by the school.~~

15 ~~2. The board of a school district may contract with, employ, and compensate dyslexia~~
16 ~~specialists, credentialed by the superintendent of public instruction under section~~
17 ~~15.1 02-16, to educate and train district teachers in appropriate dyslexia screening~~
18 ~~methods, identification, and intervention. A dyslexia specialist hired by the board of a~~
19 ~~school district must be trained in proven dyslexia remediation strategies.~~

20 ~~3. The superintendent of public instruction shall adopt rules, in consultation with~~
21 ~~teachers, school administrators, and other stakeholders, setting forth the criteria for~~
22 ~~administering dyslexia screenings and for notifying the student's parent or legal~~
23 ~~guardian of the results of the screening.~~

24 ~~4. The board of each school district shall report annually to the superintendent of public~~
25 ~~instruction regarding the district's efforts to screen and identify students with dyslexia.~~
26 ~~Before June first of each even-numbered year, the superintendent of public instruction~~
27 ~~shall compile the information and report to the legislative management.~~

28 ~~5. For purposes of this section, "dyslexia" means a specific learning disability that is~~
29 ~~neurological in origin and characterized by difficulties with accurate or fluent~~
30 ~~recognition of words and poor spelling and decoding abilities, independent of the~~
31 ~~individual's general intelligence level.~~

HP 1461
4-18-17
#1

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5 ~~associations to disseminate information, training materials, and notice of training opportunities~~
6 ~~to school districts and nonpublic schools regarding dyslexia identification and intervention. If~~
7 ~~public school personnel identify a student as having dyslexia, a trained teacher employed or~~
8 ~~contracted by the school may provide dyslexia intervention services to the student.~~

9 ~~Reading screening.~~

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11 ~~assessments and screening of reading, the core components of phonetic awareness, decoding,~~
12 ~~and spelling. The screening also must be offered if requested by a parent, legal guardian, or~~
13 ~~teacher.~~

14 **SECTION 3.** A new section to chapter 15.1-32 of the North Dakota Century Code is created
15 and enacted as follows:

16 **Dyslexia screening - Pilot program - Report to legislative management - Professional**
17 **development.**

18 1. For purposes of this section

19 a. "Dyslexia" means a specific learning disability that is neurological in origin and
20 characterized by difficulties with accurate or fluent recognition of words and poor
21 spelling and decoding abilities, independent of the individual's general
22 intelligence level.

23 b. "Specialist trained in dyslexia" means an individual who:

24 (1) Has expertise providing training in phonological and phonemic awareness
25 sound and symbol relationships, alphabet knowledge, rapid naming skills,
26 and encoding and decoding skills;

27 (2) Is fluent in the dyslexia intervention process.

28 (3) Has training in identifying dyslexia; and

29 (4) Has received or is working toward receiving a credential under
30 subsection 18 of section 15.1-02-16.

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- 2. Beginning with the 2019-20 school year and continuing through the 2022-23 school year, the superintendent of public instruction shall establish and operate a pilot program to provide early screening and intervention services for children with risk factors for dyslexia, including low phonemic awareness.
- 3. To be eligible to participate in the program, a school district, regional education association, or special education unit must submit an application to the superintendent which:
 - a. Identifies a method of screening children for low phonemic awareness and other risk factors for dyslexia;
 - b. Provides for the enrollment of children identified as having risk factors for dyslexia in a reading program staffed by specialists trained in dyslexia and multisensory structured language programs; and
 - c. Includes a methodology for evaluating the effects of the reading program on the identified risk factors of the child.
- 4. Each grantee selected to participate in the program shall:
 - a. Provide low phonemic awareness and other dyslexia risk factor screenings for children under seven years of age through a reading program established under subsection 3;
 - b. Provide reading intervention services to students identified as having dyslexia;
 - c. Administer assessments, approved by the superintendent of public instruction, to determine the effectiveness of the program in improving the reading and learning skills of children enrolled in the program; and
 - d. Provide professional development on dyslexia identification and interventions to grant participants.
- 5. The superintendent of public instruction shall develop a long-term sustainability plan for the program, and if determined necessary, continue the program for up to four additional years. If the program demonstrates the effectiveness of early reading assistance programs for children with risk factors for dyslexia and if the program reduces special education costs, the superintendent shall determine the long-term sustainability of the program is necessary.

1 6. The board of each participating grantee shall report annually to the superintendent of
2 public instruction regarding the operation, results, and effectiveness of the pilot
3 program in a manner prescribed by the superintendent. Before July 1, 2022, the
4 superintendent of public instruction shall compile the information and report to the
5 legislative management with a recommendation whether to continue the pilot program
6 beyond the 2022-23 school year.

7 **SECTION 4. EXEMPTION - DYSLEXIA SCREENING PILOT PROGRAM.** Up to \$250,000
8 of the unexpended amount remaining from the appropriation for integrated formula payments,
9 as authorized in subdivision 1 of section 1 of chapter 12 of the 2017 Session Laws, is not
10 subject to the provisions of section 54-44.1-11 at the end of the 2017-19 biennium, and may be
11 continued into the 2019-21 biennium for the purpose of providing a dyslexia screening pilot
12 program.