

Amendment to HB 1644-FN

1 Amend the title of the bill by replacing it with the following:

2
3 AN ACT relative to screening and intervention for dyslexia and related disorders and
4 establishing a reading specialist position in the department of education.
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6 Amend the bill by replacing section 1 with the following:

7
8 1 New Subdivision; Screening and Intervention for Dyslexia and Related Disorders. Amend
9 RSA 200 by inserting after section 52 the following new subdivision:

10 Screening and Intervention for Dyslexia and Related Disorders

11 200:53 Definitions. In this subdivision:

12 I. "Dyslexia" means a specific learning disability that is:

13 (a) Neurobiological in origin;

14 (b) Characterized by difficulties with accurate or fluent word recognition and by poor
15 spelling and decoding abilities that typically result from a deficit in the phonological component of
16 language; and

17 (c) Often unexpected in relation to other cognitive abilities and the provision of effective
18 classroom instruction, and may include secondary consequences such as reading comprehension
19 problems, and reduced reading experience that can impede growth of vocabulary and background
20 knowledge.

21 II. "Potential indicators or risk factors of dyslexia and related disorders" means indicators
22 that include, but shall not be limited to, difficulty in acquiring language skills, inability to
23 comprehend oral or written language, difficulty in rhyming words, difficulty in naming letters,
24 recognizing letters, matching letters to sounds, and blending sounds when speaking and reading
25 words, difficulty recognizing and remembering sight words, consistent transposition of number
26 sequences, letter reversals, inversions, and substitutions, and trouble in replication of content.

27 III. "Related disorders" includes disorders similar to or related to dyslexia, such as a
28 phonological processing disorder, reading fluency disorder, and dysphasia.

29 200:54 Screening and Intervention for Dyslexia and Related Disorders.

30 I. School districts shall screen all public school students, including English learners, using
31 the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or an equivalent cost effective
32 screener for the identification of potential indicators or risk factors of dyslexia and related disorders
33 upon enrollment in public school kindergarten or first grade, and at appropriate times thereafter, to

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1 monitor progress. Beginning in 2017, such screening shall be completed no later than November 30
2 of each school year.

3 II. The student's school district shall provide age-appropriate, evidence-based, intervention
4 strategies for any student who is identified as having characteristics that are associated with
5 potential indicators or risk factors of dyslexia and related disorders beginning no later than
6 January 1, 2018.

7 III. The parent or legal guardian of any student who is identified by the public school as
8 having characteristics that are associated with potential indicators or risk factors of dyslexia and
9 related disorders shall be notified and provided with all screening information and findings, in
10 addition to periodic formal screening results based on individual written intervention and support
11 plans developed with the student's parents or legal guardian.

12 IV. A parent or legal guardian of any student who is identified as having characteristics
13 that are associated with potential indicators or risk factors of dyslexia and related disorders has the
14 right to submit the results of an independent evaluation from a licensed reading or intervention
15 specialist highly trained in dyslexia, and related disorders for consideration by the student's school
16 district. A parent or legal guardian who submits an independent evaluation shall assume all fiscal
17 responsibility for that independent evaluation.

18 200:55 Reading Specialist.

19 I. There is hereby established in the department of education the position of reading
20 specialist, a temporary classified position until June 30, 2017, which shall be funded by existing
21 sources available to the department.

22 II. No later than January 1, 2017, the commissioner of the department of education shall
23 designate a reading specialist to enable the department to provide school districts with the support
24 and resources necessary to assist students with dyslexia and related disorders and their families.
25 The reading specialist shall provide technical assistance for dyslexia and related disorders to school
26 districts.

27 III. The reading specialist shall:

28 (a) Be trained and certified in best practice interventions and treatment models for
29 dyslexia, with expertise in related disorders, and dysgraphia.

30 (b) Have a minimum of 3 years of field experience in screening, identifying, and
31 treating dyslexia and related disorders.

32 (c) Be responsible for the implementation of professional awareness.

33 (d) Serve as the primary source of information and support for school districts to
34 address the needs of students with dyslexia and related disorders, and dysgraphia.

35 200:56 Teacher Professional Development and Training.

36 I. No later than June 30, 2017, the reading specialist shall develop and make available a
37 program to ensure all New Hampshire teachers and school administrators have access to materials

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1 to support professional awareness of best practices on:

2 (a) Recognition of the characteristics of dyslexia and related disorders, and dysgraphia.

3 (b) Evidence-based interventions and accommodations for dyslexia and related
4 disorders, and dysgraphia.

5 II. The reading specialist and the council for teacher education established in RSA 190 shall
6 collaborate to ensure that all teacher education programs offered at New Hampshire's public
7 institutions of higher education provide explicit professional awareness of best practices on:

8 (a) Recognition of characteristics of dyslexia and related disorders, and dysgraphia.

9 (b) Evidence-based interventions and accommodations for dyslexia and related
10 disorders, and dysgraphia.

11 200:57 Dyslexia Resource Guide. No later than June 30, 2017, the reading specialist shall
12 develop and publish on the department of education's Internet website, a reading support resource
13 guide to be used by school districts as a resource. The reading specialist shall solicit the advice of
14 experts in the fields of dyslexia and related disorders, and dysgraphia in the development of the
15 guide. The reading specialist shall update the guide as necessary.

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AMENDED ANALYSIS

This bill requires the commissioner of the department of education to designate a reading specialist to provide support and resources to school districts for identifying and assisting students with dyslexia and related disorders and their families.

This bill is a request of the committee to study policies which it determines are necessary for dyslexic students (2015, 172).