

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 ~~dyslexia~~reading 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 ~~and~~ to provide for a report to the legislative management; and to provide for an exemption.

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;
- 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 1.** 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 Reading screening.

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

6 ~~— **SECTION 3.** A new section to chapter 15.1-34 of the North Dakota Century Code is created~~
7 ~~and enacted as follows:~~

8 ~~— **Dyslexia - Training to teachers, administrators, and ancillary staff - Intervention.**~~

9 ~~— The superintendent of public instruction shall collaborate with regional education~~
10 ~~associations to disseminate information, training materials, and notice of training opportunities~~
11 ~~to school districts and nonpublic schools regarding dyslexia identification and intervention. If~~
12 ~~public school personnel identify a student as having dyslexia, a trained teacher employed or~~
13 ~~contracted by the school may provide dyslexia intervention services to the student.~~

14 **SECTION 2.** 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; and

28 (3) Has training in identifying dyslexia.

29 2. Beginning with the 2019-20 school year and continuing through the 2022-23 school
30 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

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