

**FIRST ENGROSSMENT
with Senate Amendments
ENGROSSED HOUSE BILL NO. 1231**

Introduced by

Representatives Strinden, J. Johnson, Pyle, Satrom, Schatz

Senators Cleary, Davison, Kreun, Myrdal

1 A BILL for an Act to amend and reenact sections 15.1-32-25 and 15.1-32-26 of the North
2 Dakota Century Code, relating to dyslexia screening and intervention; to provide for a legislative
3 management study; and to provide for a legislative management report.

4 **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

5 **SECTION 1. AMENDMENT.** Section 15.1-32-25 of the North Dakota Century Code is
6 amended and reenacted as follows:

7 **15.1-32-25. Reading Dyslexia screening.**

8 Each public elementary school shall ~~include in the developing and processing of~~
9 ~~assessments and screening of reading; administer universal screening for dyslexia which~~
10 includes the core components of phonetic awareness, decoding, and spelling and which is
11 approved by the superintendent of public instruction. The screening also must be offered if
12 requested by a parent, legal guardian, or teacher.

13 **SECTION 2. AMENDMENT.** Section 15.1-32-26 of the North Dakota Century Code is
14 amended and reenacted as follows:

15 **15.1-32-26. Dyslexia screening and intervention – ~~Pilot program - Report to legislative~~**
16 **management - Professional development.**

17 1. For purposes of this section:

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

22 b. "Specialist trained in dyslexia characteristics" 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; and
4 (2) ~~Is fluent in the dyslexia intervention process; and~~
5 (3) Has training in identifying dyslexia characteristics and intervention
6 processes.
- 7 2. ~~Beginning with the 2019-20 school year and continuing through the 2022-23 school~~
8 ~~year, the~~The superintendent of public instruction shall establish and operate a pilot
9 program to provide guidance and recommendations regarding proven strategies and
10 early screening and intervention services for children with risk factors for dyslexia
11 characteristics, including low phonemic awareness.
- 12 3. ~~To be eligible to participate in the program, a~~Each school district, regional education-
13 ~~association, or~~ and special education unit must submit an application to the
14 superintendent which shall:
- 15 a. ~~Identifies a method of screening children for low phonemic awareness and other~~
16 ~~risk factors for dyslexia;~~
- 17 b. ~~Provides for the enrollment of children identified as having risk factors for~~
18 ~~dyslexia in a reading program staffed by specialists trained in dyslexia and~~
19 ~~multisensory structured language programs; and~~
- 20 c. ~~Includes a methodology for evaluating the effects of the reading program on the~~
21 ~~identified risk factors of the child.~~
- 22 4. ~~Each grantee selected to participate in the program shall:~~
- 23 a. Provide low phonemic awareness and other dyslexia risk factor screenings for
24 children under seven years of age through a reading program established under
25 ~~subsection 3;~~
- 26 b. Include a process to further evaluate identified risk factors;
- 27 c. Describe the intervention services for the identified dyslexia risk factors;
- 28 b.d. Provide reading intervention services to students identified as having
29 dyslexia with dyslexia characteristics;

- 1 ~~e.e.~~ Administer assessments, approved by the superintendent of public instruction, to
2 determine the effectiveness of the ~~program~~intervention services in improving the
3 reading and learning skills of ~~children enrolled in the program~~the child; and
4 ~~d.f.~~ Provide professional development on dyslexia ~~identification~~characteristics and
5 interventions to ~~grant participants~~appropriate personnel of the school district and
6 special education unit.
- 7 ~~4.5.~~ The ~~board of each participating grantee shall report annually to the superintendent of~~
8 public instruction regarding the operation, results, and effectiveness of the pilot
9 program in a manner prescribed by the superintendent. Before July 1, ~~2021~~2024, the
10 superintendent of public instruction shall ~~compile the information and~~provide a report
11 to the legislative management ~~with a recommendation whether to continue the pilot~~
12 program ~~beyond the 2022-23 school year~~regarding the program.

13 **SECTION 3. LEGISLATIVE MANAGEMENT STUDY - LITERACY AND DYSLEXIA -**

14 **STATUTORY REVIEW.** During the 2023-24 interim, the legislative management shall consider
15 studying all provisions of the North Dakota Century Code relating to literacy, dyslexia, and
16 related teacher training. The study must include a statutory review completed by a task force
17 comprised of the kindergarten through grade twelve education coordination council or a
18 subcommittee designated by the kindergarten through grade twelve education coordination
19 council, including representative teachers, administrators, and college preparatory program
20 administrators. The study also must include a review of the pilot program established under
21 section 15.1-32-36. The legislative management shall report its findings and recommendations,
22 together with any legislation necessary to implement the recommendations, to the sixty-ninth
23 legislative assembly.