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State of Minnesota
HOUSE OF REPRESENTATIVES

EIGHTY-SEVENTH SESSION

H. F. No. 2579

02/29/2012 Authored by Gottwalt

The bill was read for the first time and referred to the Committee on Education Reform

1.1 A bill for an act
1.2 relating to education; meeting the needs of students with dyslexia and related
1.3 disorders; proposing coding for new law in Minnesota Statutes, chapter 120B.
1.4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.5 Section 1. 120B.122] STUDENT DYSLEXIA AND RELATED DISORDERS.

1.6 Subdivision 1. Evaluation. (a) A school district must evaluate enrolled kindergarten
1.7 or first grade students for dyslexia and related disorders in the form and manner determined
1.8 by the commissioner of education in consultation with the commissioner of health. The
1.9 evaluation must emphasize early identification, intervention, and support for students at
1.10 risk for dyslexia or a related disorder. A district must identify appropriate services for
1.11 students with dyslexia or a related disorder.

1.12 (b) For purposes of this section, the following terms have the meanings given them:

1.13 (1) "dyslexia" means a disorder of constitutional origin manifested by a difficulty in
1.14 learning to read, write, or spell, despite conventional instruction, adequate intelligence,
1.15 and sociocultural opportunity; and

1.16 (2) "related disorders" means disorders similar or related to dyslexia, such as
1.17 developmental auditory imperceptions, specific developmental dyslexia, developmental
1.18 dysgraphia, or developmental spelling disability.

1.19 Subd. 2. Services and procedures. (a) After notifying the parent or guardian, a
1.20 district must identify and assess students with dyslexia or a related disorder. A licensed
1.21 teacher trained in dyslexia and related disorders must identify appropriate instructional
1.22 services for eligible students.

1.23 (b) District procedures for complying with this subdivision must include: early
1.24 screening performed by persons trained to assess children with dyslexia and related

2.1 disorders; instructional strategies and techniques for addressing dyslexia and related
2.2 disorders; and a collaborative process that includes educators, reading and other
2.3 professionals, and interested parents who periodically review district procedures to ensure
2.4 best practices.

2.5 Subd. 3. **Reading instruction and training.** A school district must provide a
2.6 reading program to all high school students with dyslexia or a related disorder who have
2.7 not demonstrated proficiency on state reading tests. Teachers who work with the students
2.8 must be trained to use instructional strategies premised on individualized, intensive,
2.9 multisensory, phonetic methods, and various writing and spelling components.

2.10 Subd. 4. **Professional development.** Professional development activities for
2.11 teachers and school administrators must include instructional strategies for identifying,
2.12 assessing, and instructing students with dyslexia or a related disorder.

2.13 Subd. 5. **Parent education.** A district may provide an education program for parents
2.14 and guardians of students with dyslexia or a related disorder that includes information on:
2.15 the characteristics of dyslexia and related disorders; the testing and diagnosis of dyslexia
2.16 and related disorders; effective strategies for teaching students with dyslexia or a related
2.17 disorder; and testing and other academic accommodations available to eligible students.

2.18 **EFFECTIVE DATE.** This section is effective for the 2012-2013 school year and
2.19 later.