

1 State of Arkansas
2 89th General Assembly
3 Regular Session, 2013
4

A Bill

SENATE BILL 33

5 By: Senators Elliott, J. Key
6 By: Representative Catlett
7

For An Act To Be Entitled

9 AN ACT TO ENSURE THAT CHILDREN WITH DYSLEXIA HAVE
10 THEIR NEEDS MET BY THE PUBLIC SCHOOL SYSTEM; AND FOR
11 OTHER PURPOSES.
12
13

Subtitle

15 TO ENSURE THAT CHILDREN WITH DYSLEXIA
16 HAVE THEIR NEEDS MET BY THE PUBLIC SCHOOL
17 SYSTEM.
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20 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:
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22 SECTION 1. Arkansas Code Title 6, Chapter 40, is amended to add an
23 additional subchapter to read as follows:
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Subchapter 1 -- Dyslexia and Related Disorders

6-40-101. Findings.

28 The General Assembly finds that:

- 29 (1) Dyslexia, if not diagnosed early, can be severely
30 detrimental to a child's academic success as well as his or her self-esteem;
31 (2) Many children identified as having dyslexia and related
32 disorders can be successfully treated if the child is identified before grade
33 three (3); and
34 (3) The cost of screening and treating dyslexia and related
35 disorders early is significantly less than the cost of intensive remediation
36 in high school and college that a child with dyslexia or a related disorder



1 will require if intervention and treatment are not provided early.

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3 6-40-102. Definitions.

4 As used in this subchapter:

5 (1)(A) Dyslexia means a disorder of constitutional origin
6 manifested by a difficulty in learning to read, write, or spell despite
7 conventional instruction, adequate intelligence, and sociocultural
8 opportunity.

9 (B) Dyslexia is a language based disorder characterized by
10 difficulties with accurate or fluent word recognition and by poor spelling
11 and decoding abilities; and

12 (2) Related disorders means a disorder similar to or related to
13 dyslexia, including developmental auditory imperceptions, dysphasia, specific
14 developmental dyslexia, developmental dysgraphia, and developmental spelling
15 disability.

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17 6-40-103. Screening for dyslexia and related disorders.

18 (a) Each public school in this state shall screen all students in
19 kindergarten through grade two (K-2) for dyslexia and related disorders using
20 an early reading tools to assess reading development and comprehension
21 approved by the State Board of Education, including tools that assess:

22 (1) Phonological and phonemic awareness;

23 (2) Letter and word recognition;

24 (3) Decoding;

25 (4) Rapid naming; and

26 (5) Grade level spelling.

27 (b) An individual who screens students for dyslexia and related
28 disorders shall be trained in screening strategies that utilize
29 individualized, intensive, multisensory, phonetic methods, and a variety of
30 writing and spelling techniques.

31 (c) The superintendent of each school district shall report in
32 writing:

33 (1) To the state board, the school district-wide results of the
34 early reading tools; and

35 (2) To the student's parent or guardian, the individual
36 student's results of the early reading tools.

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2 6-40-104. Early reading tools for dyslexia and related disorders.

3 (a) The State Board of Education shall adopt a list of early reading
4 tools that a school district may use to screen and identify student reading
5 development and comprehension deficiencies.

6 (b) Each early reading tool adopted by the state board or a school
7 district shall:

8 (1) Be based on scientific research concerning reading skills
9 development and reading comprehension; and

10 (2) Provide for identifying the reading development and
11 comprehension deficiencies of a student participating in a specialized
12 reading program.

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14 6-40-105. Intervention and treatment for dyslexia and related
15 disorders.

16 (a)(1) A student who is identified as having dyslexia or a related
17 disorder shall receive appropriate intervention and treatment.

18 (2) Any intervention or treatment provided to a student who is
19 identified as having dyslexia or a related disorder shall be:

20 (A) Appropriate, both in content and duration, to address
21 the specific need of the student; and

22 (B) Scientifically research based best-practices.

23 (b) An individual providing intervention or treatment to a student who
24 is identified as having dyslexia or a related disorder shall be trained in
25 the specific intervention or treatment utilized.

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27 6-40-106. School district obligations.

28 A school district shall:

29 (1) Notify a student's parent or guardian, in English or in the
30 parent or guardian's native language, in writing by regular mail:

31 (A) Before screening or identification procedure is used
32 with the individual student; and

33 (B) Of all services, programs, and therapies available to
34 the student;

35 (2) Implement strategies approved by the State Board of
36 Education for screening, intervention and treatment techniques for students

1 with dyslexia and related disorders; and

2 (3) Provide professional development for teachers on dyslexia
3 awareness, including typical dyslexia indicators.

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5 6-40-107. Dyslexia specialist.

6 (a) The Department of Education shall employ at least one (1) dyslexia
7 specialist with a minimum of three (3) years of experience in screening,
8 identifying, and treating dyslexia and related disorders to provide technical
9 assistance on dyslexia and related disorders to school districts across the
10 state.

11 (b)(1) A dyslexia specialist shall be highly trained in dyslexia and
12 related disorders, including best-practice interventions and treatment
13 models.

14 (2) The dyslexia specialist shall serve as the primary source of
15 information and support for school districts addressing the needs of students
16 with dyslexia and related disorders.

17 (c) The department may place one (1) dyslexia specialist at each
18 education service cooperative to provide the necessary information and
19 support to school districts.

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21 6-40-108. Dyslexia and related disorder education in teacher
22 preparation programs.

23 The Department of Education shall collaborate with the Department of
24 Higher Education to ensure that all teacher education programs offered at
25 state-supported institutions of higher education include information on the
26 identification of students at-risk for dyslexia and related disorders.

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