

MEETING NOTICE

New Hampshire State Advisory Committee on the Education of Children/Students with Disabilities - Reading Subcommittee Meeting

Date: 3 May 2023

Time: 4:30-5:15pm

Location: Granite State College

Zoom link: <https://us02web.zoom.us/j/84499781346>

Purpose of the NH SAC Reading Subcommittee:

The Reading Subcommittee's purpose is to advise the NH's State Advisory Committee on the Education of Children/Students with Disabilities (SAC) on issues related to reading, spelling, and written expression instruction, and achievement in students with disabilities. Specifically, the SAC Reading Subcommittee will:

- advise the NH SAC regarding unmet needs within the state in the reading, spelling, and written expression education of children/students with disabilities and propose corrective actions.
- promote communication, education, and cooperation to ensure that educators and parents have the necessary tools to improve educational outcomes for New Hampshire's students with disabilities with regards to reading, spelling, and written expression needs
- assist NH's SAC in supporting and educating the state on the importance of funding programs and delivery of services to children with disabilities in the areas of reading, spelling and written expression.

Agenda

Greeting

Attendance/confirm quorum

Identify notetaker

Old business

- Review subcommittee purpose
- Review of previous subcommittee work (see attached document "SAC reading subcommittee review of NH Dyslexia law and potential action steps")

New business

- Consideration of 2022-2023 SAC priorities decided at the November 7, 2022 NH SAC meeting
 - Achievement Gap / Proficiency in Reading
 - Personnel Shortage / Special Education Teacher and Paras
 - Barriers / Mental Health / Parent Support / Most Vulnerable
 - Student centered high achievement goals towards a standard high school diploma and beyond
- Annual report content
- Legislative update
 - [HB377](#) Passed House with amendment, passed Senate Education Committee. In Senate Finance Committee, floor date of 11 May 2023

SAC reading subcommittee review of NH Dyslexia law and potential action steps

(law text in *italics*, potential action steps bulleted below relevant sections of the law in **bold**)

NH Law Info RSA 200:58-62

On August 14, 2016 NH passed HB 1644 and created RSA 200:58-62 which requires screening and intervention for students at risk of dyslexia and related disorders. These laws went into effect on July 1, 2017.

200:58 Definitions. –

In this subdivision:

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

(a) Neurobiological in origin;

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

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

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

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

<http://www.gencourt.state.nh.us/rsa/html/xv/200/200-58.htm>)

200:59 Screening and Intervention for Dyslexia and Related Disorders. –

I. School districts shall screen all public school students, including English learners, using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or an equivalent cost effective screener for the identification of potential indicators or risk factors of dyslexia and related disorders upon enrollment in public school kindergarten or first grade, and at appropriate times thereafter, to monitor progress. Beginning in 2017, such screening shall be completed no later than November 30 of each school year.

- **Identify universal screener(s) for the state**
- **Screener to include a test of rapid naming (Meta analysis of importance of RAN as predictor of reading <https://psyarxiv.com/ju9e4/>)**

- **Schools required to report on results of screeners. How many students flagged? How many are then evaluated for special ed services? How many of those evaluated are then identified for special ed?**

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

- **Professional development on importance of and approaches to teaching phonics after second grade**
- **Require school transparency regarding which reading curricula they use for special education**
- **Purchase statewide license for Learning Ally**

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

- **Inform parents of dyslexia screening results**
- **Require all evaluation and progress monitoring results (ie, aimsweb, CTOPP, dibels, etc.) to be reported to parents with report cards.**

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

<https://www.gencourt.state.nh.us/rsa/html/XV/200/200-59.htm>

200:60 Reading Specialist. –

I. The commissioner of the department of education shall issue a request for proposals pursuant to RSA 21-G to secure the contract services of a reading specialist to enable the department to provide school districts with the support and resources necessary to assist students with dyslexia and related disorders and their families. The reading specialist shall be qualified by education and experience in accordance with paragraph II and shall provide technical assistance for dyslexia and related disorders to school districts.

II. The reading specialist shall:

- (a) Be trained and certified in best practice interventions and treatment models for dyslexia, with expertise in related disorders, and dysgraphia.*
 - (b) Have a minimum of 3 years of field experience in screening, identifying, and treating dyslexia and related disorders.*
 - (c) Be responsible for the implementation of professional awareness.*
 - (d) Serve as the primary source of information and support for school districts to address the needs of students with dyslexia and related disorders, and dysgraphia.*
- III. The commissioner shall submit a report assessing the effectiveness of the reading specialist in complying with the requirements of this section, to the speaker of the house of representatives, the senate president, the chairpersons of the house and senate education committees, and the governor no later than November 1, 2018, and annually thereafter.*

<https://www.gencourt.state.nh.us/rsa/html/XV/200/200-60.htm>

200:61 Teacher Professional Development and Training. –

I. No later than June 30, 2017, the reading specialist shall develop and make available a program to ensure all New Hampshire teachers and school administrators have access to materials to support professional awareness of best practices on:

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

- **Statewide training on best practices for implementation of screener and data interpretation**
- **Yearly state required continuing Ed on the science of reading for all children provided by the state in a live virtual format with a recording available afterwards. Post test also required for teaching staff and administration**
- **Training for school psychologists in identification of dyslexic profiles (particularly the challenge of those with strong compensatory strategies)**

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

- **what is the biggest hurdle for teachers getting training in science of reading**
- **Cost or access to trainings or cost of programs? How could we help teachers access this information?**
- **Schools are transparent regarding the training of their reading specialists**
- **Training for administration on dyslexia and importance of structured literacy curricula**

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

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

- **Teacher certification program require understanding of dyslexia, risk factors, and appropriate interventions**

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

- **Teacher certification programs required to teacher at a minimum of one semester long course on the science of reading for all children**

(<https://www.gencourt.state.nh.us/rsa/html/XV/200/200-61.htm>)

200:62 Dyslexia Resource Guide. – No later than June 30, 2017, the reading specialist shall develop and publish on the department of education's Internet website, a reading support resource guide to be used by school districts as a resource. The reading specialist shall solicit the advice of experts in the fields of dyslexia and related disorders, and dysgraphia in the development of the guide. The reading specialist shall update the guide as necessary.

(<http://www.gencourt.state.nh.us/rsa/html/xv/200/200-62.htm>)