
A BILL FOR AN ACT

RELATING TO EDUCATION.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

1 SECTION 1. The legislature finds that dyslexia is a
2 learning disability that is neurobiological in origin and
3 characterized by difficulties with accurate and fluent word
4 recognition, poor spelling, and decoding abilities. These
5 difficulties result in problems with reading comprehension and
6 in reduced reading experience that impedes the growth of
7 vocabulary and background knowledge. Students with dyslexia may
8 experience difficulties in skills such as reading, spelling,
9 writing, and speaking. Between ten and twenty per cent of
10 Americans are affected by dyslexia or other reading
11 disabilities, and a significant number of students in Hawaii,
12 including those with dyslexia, read below basic reading levels
13 and experience literacy challenges. The legislature further
14 finds that improved awareness of and support for persons with
15 dyslexia and improved training of educators will help students,
16 including those with dyslexia, obtain the necessary instruction,
17 support, skills, and resources to increase their success in
18 school.



1 The purpose of this Act is to establish a task force to
2 develop a comprehensive policy to improve awareness of and
3 strengthen support for persons with dyslexia.

4 SECTION 2. (a) The department of education shall
5 establish a task force to develop a comprehensive policy to
6 improve awareness of and strengthen support for persons with
7 dyslexia and to explore the expansion and development of a
8 comprehensive statewide plan to make training available to
9 educators in the State by the 2011-2012 school year.

10 (b) The comprehensive policy and statewide plan to make
11 training available to educators shall include but not be limited
12 to the following areas:

- 13 (1) Increasing awareness of dyslexia;
- 14 (2) Early assessment and identification of students with
15 literacy challenges, including dyslexia;
- 16 (3) A tiered continuum of intensity for research-based
17 instructional intervention within the response to
18 intervention model;
- 19 (4) Evidence-based progress monitoring that provides
20 students, parents, and educators with data on student
21 performance and improvements, and that uses this data



- 1 in evaluations and decisions for instructional
2 changes;
- 3 (5) Research-based interventions to address the needs of
4 students with literacy challenges, including dyslexia,
5 consistent with guidelines established by the
6 Partnership For Reading, comprising National Institute
7 of Child Health and Human Development, the National
8 Institute for Literacy, and the United States
9 Department of Education, based on findings of the
10 National Reading Panel;
- 11 (6) Practicum experience for educators in areas described
12 in paragraphs (2) to (5);
- 13 (7) Consistency with federal law regarding eligibility for
14 services available for persons with specific learning
15 disabilities; and
- 16 (8) Encouraging coordination and collaboration between the
17 department of education and teacher preparation
18 programs at state institutions of higher education.
- 19 (c) The provision of training to educators consistent with
20 this Act shall not preclude the department of education from
21 using federal funds to implement technical assistance and
22 training for educators. The availability of federal funds shall



1 be construed as a proportionate reduction of state costs
2 whenever possible.

3 (d) The task force shall:

4 (1) Consider current educational policies, practices, and
5 training with regard to literacy challenges, including
6 dyslexia;

7 (2) Review existing dyslexia-related legislation in other
8 jurisdictions, including without limitation
9 California, Texas, Colorado, Louisiana, and Alabama;
10 and

11 (3) Draft legislation that furthers dyslexia awareness and
12 implements the findings of the task force for
13 introduction during the regular session of 2011.

14 (e) The members of the task force shall include the
15 following:

16 (1) A representative of the department of education;

17 (2) A retired principal representing the Hawaii Government
18 Employees Association;

19 (3) A representative of the Learning Disabilities
20 Association of Hawaii;

21 (4) A representative of the Dyslexia Tutoring Center of
22 Hawaii, Inc.;



- 1 (5) A representative of the Hawaii Branch of the
2 International Dyslexia Association;
- 3 (6) A representative of the Hawaii Association of
4 Independent Schools;
- 5 (7) A representative of the special education advisory
6 council; and
- 7 (8) Two representatives of the teacher education
8 coordinating committee, established under section
9 304A-1202, Hawaii Revised Statutes.
- 10 (f) The members of the task force shall designate a chair
11 from among its members.
- 12 (g) The task force shall serve without compensation and
13 shall receive no reimbursement for expenses.
- 14 (h) The department of education shall provide
15 administrative support for the task force. The legislative
16 reference bureau shall provide legislative drafting services for
17 the task force.
- 18 (i) The task force shall report its findings and
19 recommendations, including any proposed legislation, to the
20 legislature no later than twenty days prior to the convening of
21 the regular session of 2011. After making its report to the
22 legislature, the task force shall dissolve on August 1, 2011.



1 SECTION 3. As used in this Act, unless the context
2 otherwise requires:

3 "Educators" means teachers, education administrators,
4 education officials, and other employees providing instruction,
5 assessment, or special services for general, compensatory,
6 gifted, or special education; therapy; and training of students
7 under the jurisdiction of the department of education.

8 "Literacy challenges" means difficulties with language
9 (spoken or written) or reading (in phonemic awareness, phonics,
10 vocabulary, fluency, or comprehension), or difficulties with one
11 or more of the basic neurobiological or psychological processes
12 involved in understanding or using language (spoken or written)
13 that may manifest itself in an imperfect ability to listen,
14 think, speak, read, write, spell, or perform mathematical
15 calculations.

16 "Response to intervention" means a model for education that
17 promotes a practice of high-quality standards-based instruction
18 and intervention that is matched to student academic, social-
19 emotional, and behavioral need; monitors progress frequently to
20 make decisions about changes in instruction or goals; and
21 applies student response data to important educational
22 decisions. Response to intervention applies to decisions in



1 general, compensatory, gifted, and special education, creating a
2 well-integrated system of instruction and intervention guided by
3 student outcome data.

4 "Training" means technical assistance and training in the
5 early identification and assessment of dyslexia, and on the
6 direct, explicit, and systematic research-based instruction of
7 students in oral and written language.

8 SECTION 4. This Act shall take effect upon its approval.

9



Report Title:

Dyslexia; Task Force

Description:

Establishes a task force to develop a comprehensive statewide policy to improve awareness of and strengthen support for persons with dyslexia. (SD1)

The summary description of legislation appearing on this page is for informational purposes only and is not legislation or evidence of legislative intent.

