

MINUTES OF THE SENATE EDUCATION COMMITTEE

The meeting was called to order by Chairman Jean Schodorf at 1:30 p.m. on March 2, 2011, in Room 152-S of the Capitol.

All members were present except:

Senator Anthony Hensley – excused
Senator Dwayne Umbarger - excused

Committee staff present:

Sharon Wenger, Kansas Legislative Research Department
Laura Younker, Kansas Legislative Research Department
Jason Long, Office of the Revisor of Statutes
Eunice Peters, Office of the Revisor of Statutes
Dale Dennis, Deputy Commissioner, Kansas Department of Education
Dorothy Gerhardt, Committee Assistant

Conferees appearing before the Committee:

Dr. Terry Sader
Jeanine Phillips
Joan Farha
Kesia Kesler
Lisa Ruane
Jane Hayes
Tammi Costello (written only)
Dr. Dennis Cooley (written only)
Terry Collins, Doniphan Co Educ Coop #616
Dr. Linda Aldridge, Kansas Association of Special Education Administrators
Tom Krebs, Kansas Association of School Boards
Susan Sipe, Director, Kansas Multi-Tier System of Supports Core Team (written only)
Gary George, Olathe USD #233 (written only)
Katherine Kersenbrock-Ostmeyer (written only)

Others attending:

See attached list.

Approval of Minutes

Senator Teichman moved to approve the minutes of February 14, February 15, February 16, February 17, February 21, and February 22, 2011 as written. The motion was seconded by Senator Abrams. Motion carried on a voice vote.

Hearing on SB 75-Dyslexia and other reading problems; requiring certain testing

Jason Long, Office of the Revisor of Statutes, provided a summary of the provisions of **SB 75**. **SB 75** would require the Kansas Board of Education to ensure that students enrolled in public schools are screened and tested to identify those with reading disabilities, including dyslexia. The Board would be required to review partnerships with early childhood providers to see that reading diagnostic assessments used in pre-K, kindergarten, and grades one and two would ensure that reading disabilities are identified and analyzed. The Board would also review teacher preparation courses to ensure knowledge of the best practices of instructions is used to instruct children with disabilities, including dyslexia. The Board would be required to submit a report to the Legislature on or before January 14, 2012, on the activities used to implement provisions of the bill.

	Estimated State Fiscal Effect			
	FY 2011 SGF	FY 2011 All Funds	FY 2012 SGF	FY 2012 All Funds
Revenue	--	--	--	--
Expenditure	--	--	(\$164,815)	(\$164,815)
FTE Pos.	--	--	--	2.00

CONTINUATION SHEET

Minutes of the Senate Education Committee at 1:30 p.m. on March 2, 2011, in Room 152-S of the Capitol.

According to the Kansas Department of Education, enactment of **SB 75** would require 2.0 Education Program Consultants FTE positions. Total expenditures for these positions would total \$164,815 in FY 2012, including \$153,000 for salaries and wages and \$11,815 for other operating expenditures. The agency's estimate for other operating expenditures would include \$8,200 for furniture and equipment, \$2,000 for travel and subsistence expenditures, \$1,000 for supplies, and \$615 for communications.

Committee discussion of **SB 75** began with Chair Schodorf pointing out each committee member had been provided with a copy of **HR 6021** ([Attachment 1](#)). **HR 6021** urges the State Board of Education to study dyslexia by ensuring early screening or testing to identify children with a reading disability, including dyslexia, review current reading diagnostic assessments used at pre-K thru grade 12, review teacher preparation, and ensure that research-based programs of instruction are designed and implemented to address the needs of children with reading problems, including dyslexia.

Dr. Terry Sader, Kansas Coalition for Dyslexia Legislation, appeared before the committee with testimony in support of **SB 75** ([Attachment 2](#)) which requires the state board of education to adopt rules and regulations to ensure that students enrolled in public schools are screened or tested to identify those students with reading disabilities, including, but not limited to, dyslexia. It is his feeling that **HR 6021** is not being complied with and therefore, passage of **SB 75** is necessary.

Others appearing with testimony in support of **SB 75** included Jeanine Phillips ([Attachment 3](#)), Joan Farha ([Attachment 4](#)), Kesia Kesler ([Attachment 5](#)), Lisa Ruane, Jane Hayes ([Attachment 6](#)), Tammi Costello ([Attachment 7](#)) (written only), and Dr. Dennis Cooley ([Attachment 8](#)) (written only).

Terry Collins, Director, Doniphan County Education Cooperative #616, appeared in opposition to the passage of **SB 75** ([Attachment 9](#)). He stated the bill attempts to single out dyslexia from the umbrella of learning disabilities and places this one condition above all other eligible conditions under the Individuals with Disabilities Education Act (IDEA). Public schools already have a system to find and identify children who have learning problems. He stated testing done by the public school system is free and a separate diagnosis process for dyslexia will be lengthy and expensive.

Others appearing in opposition to **SB 75** included Dr. Linda Aldridge, Kansas Association of Special Education Administrators ([Attachment 10](#)), Tom Krebs, Kansas Association of School Boards ([Attachment 11](#)), Susan Sipe, Director, Kansas Multi-Tier System of Supports Core Team ([Attachment 12](#)) (written only), Gary George, Olathe USD #233 ([Attachment 13](#)) (written only), and Katherine Kersenbrock-Ostmeyer ([Attachment 14](#)) (written only).

Following committee discussion, the hearing on **SB 75** was closed.

The next meeting is scheduled for March 3, 2011.

The meeting was adjourned at 2:30 p.m.

SENATE EDUCATION COMMITTEE GUEST LIST

DATE: March 2, 2011

NAME	REPRESENTING
Rachel Gaedd Nelson	KU School of Social Welfare ↗
Paige Rappaport	
Courtney Watters	Washburn University
Kirsten Fiersa	
Cristina Brown	
Juan Rivera	University of Kansas
Kevin Duarte	Sam " "
Ashley Chain	Univ. of Kansas
Megan Wohlgemuth	" "
KECIA KESLER	DYSLEXIA COALITION,
Terry Sader	Dyslexia Coalition
Joan Farha	Dyslexia Coalition
Joe Ruam	Dyslexia Coalition
Jane Hayes	Dyslexia Coalition
Janine Phillips	" "
John Fierro	Dyslexia
Diane Gjerstad	USD 259- Wichita
Kevin Harrison	FHSU SW
Becky Subel	FHSU SW

SENATE EDUCATION COMMITTEE GUEST LIST

DATE: _____

NAME	REPRESENTING
Ashley Mard	FHSU (SW)
Jodie Mongeau	FHSU (SW)
Rachel Gunthel	KU school of Social Welfare
Emily Bergman	KU School of Social Welfare
Alica Martin	FHSU (SW)
Gabrielle Hau	FHSU Social Work
Roseanne Fuller	KU SW
Courtney Johnson	KU SW
Kate Moneymaker	KU Social Work
Ashley Anguiano	University of Kansas - Social Work
Stephanie Cooper	KU social work
Christine Hays	FHSU social work
Tracy Russell	SQF
Kathy Mickelson	Three Lakes Ed Coop #620
Janelle Stevens	Children's Mercy Hospital
Michelle Haub	USD 383
Katie Briggs	FHSU SLP Graduate Student
Margaret Warren	" "
Allison Eck	FHSU SLP Grad Student

SENATE EDUCATION COMMITTEE GUEST LIST

DATE: _____

[illegible]

HOUSE RESOLUTION No. 6021

A RESOLUTION urging the State Board of Education to study dyslexia.

WHEREAS, the State Board of Education has made a strong commitment for all students to learn and perform well in school, which requires a focus on early literacy programs and appropriate diagnostic screening, including the screening of language processing; and

WHEREAS, The Kansas Legislature has made a strong commitment to help children with disabilities, including dyslexia, and is determined that all children with disabilities, including dyslexia, be provided help and support within Kansas schools; and

WHEREAS, Federal law requires each school district to comply with appropriate teacher training to meet the needs of children with disabilities, including dyslexia, as required in the Individuals with Disabilities Education Act; and

WHEREAS, Federal law requires each school district to implement appropriate activities to ensure children with disabilities, including dyslexia, are appropriately screened at an early age, and where appropriate, identified as a child with dyslexia; and

Be it resolved by the House of Representatives of the State of Kansas:
That the State Board of Education will endeavor to:

Ensure that early screening or testing will identify children with a reading disability, including dyslexia; and

Review the current reading diagnostic assessments used at the pre-Kindergarten level through grade 12 to ensure that reading problems, including dyslexia, are identified and analyzed; and

Review teacher preparation courses to ensure that knowledge of scientifically-based reading instructional components to instruct children with disabilities, including dyslexia, is addressed; and

Ensure that research-based programs of instruction are designed and implemented to address the needs of children with reading problems, including dyslexia; and

Report to the Kansas Legislature at the beginning of the 2009 Legislative Session on the progress made in achieving these objectives.

House Resolution No. 6021 was sponsored by Committee on Education.

I hereby certify that the above RESOLUTION originated in the HOUSE,
and was adopted by that body

Speaker of the House.

Senate Education
3-2-11
Attachment 1

Hello I am Caitlin Saker. I am 13 and
has dislexia. I am sorry I could not be there
in person but I still have a few things to say.

And many questions for you to think about,

Will I am going to start off by saying something
very over. US kids are the future, when you
not around we will be. We are the future.

So way whount you help us. I bet if I get
help early in school it would not be to difficult to
read. My little sister can read better than me
because she got help early. I really

really way can't we change things for
the better. We did for the environment.

So I know you can do it for us. Please help
us. we will have kids and they'll most
likely have dislexia too. there's only going
to be more of us with dislexia. I mean really.
Think about your children or grandchildren and
nephews and nieces. or even your self if you need
some help with reading in school. Please for
us children. You whount be a around the world
hero. But you will be a hero to all
of the children that you have helped. Come on
now be that hero. For us. Please show
me you care for us kids. Please.

Legislative Testimony in Response to Senate Bill No. 75

AN ACT concerning school districts; relating to
dyslexia screening.

Be it enacted by the Legislature of the State of Kansas:

Section 1. (a) The state board of education shall adopt rules and regulations to ensure that students enrolled in public schools are screened or tested to identify those student with reading disabilities, including, but not limited to, dyslexia. The state board of education shall also:

(1) Review partnerships with early childhood education providers to see that reading diagnostic assessments used in pre-k. and k. levels and grades one and two will ensure that reading disabilities, including, but not limited to, dyslexia are identified and analyzed;

(2) review the level and pace of implementation of the best practices of instruction including, but not limited to, the multi-tier system of support in school districts to ensure that reading disabilities, including, but not limited to, dyslexia are identified and analyzed;

(3) review teacher preparation courses to ensure that knowledge of the best practices of instruction including, but not limited to the multi-tier system of support and scientifically-based reading instructional components used to instruct children with disabilities, including, but not limited to, dyslexia, is addressed.



"In order to participate fully in any society, literacy, or the ability to read, write and spell, is a critical skill."

Downing Proof Document, 2009

Downing Literacy Project 2009/2010 Final Report

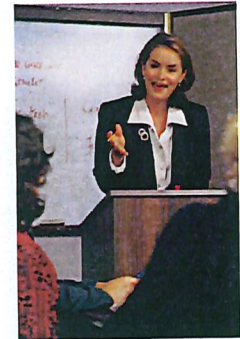
- **Scientific Summary**

Since 1965, the National Institutes of Child Health and Human Development (NICHD) has supported and garnered research, seeking to address three “fundamental” questions.

- (1) How do children learn to read?
- (2) Why do some children and adults have difficulties learning to read?
- (3) How can we help most children learn to read?



As a result of this strategic investigation, science has provided a roadmap and a foundation for effective early intervention projects.



- **#1. Educate Teachers:** Teachers lack the necessary preparatory instruction, during in-service professional development or pre-service preparatory instruction in college courses, to adequately teach a child to read, write and spell.
- **#2. Identify Children Early (K-3rd):** Children are not identified and selected for reading intervention programs until they are significantly behind grade level reading ability.
- **#3. Establish “environmental fidelity”:** Research has proven that children who struggle to attain literacy need tiered intervention literacy sessions in appropriate small groups (ratios of 1:1 up to 1:4), environments that are relatively sound and/or distraction free, that provide intensive literacy instruction for 60-90 minutes on a daily basis.

Proposed Research-Based Project Design

- **#1. Educate Teachers:** Prepare 40 special educators, para-professionals, reading specialists, and reading coaches with more than 200-hours of literacy instruction using the model established by the Academic Language Therapist Association for the preparation and certification of an Academic Language Therapist.
- **#2. Identify Children Early (K-3rd):** 40 USD 259 educators select 160 children at-risk for low-literacy based upon K-3rd grade DIBELS scores obtained during the 2008/2009 school-year.
(Children scoring in the 3-13 percentile)
- **#3. Establish “Environmental Fidelity”:** Require USD 259 pilot teachers to deliver 60 to 90 minutes of daily uninterrupted instruction, using the project instructional remedial model, to no more than 4 students.



2009/2010 Results

- **Educate 39 USD-259 Educators**

- **Introductory Educational Training:**

- **39 Teachers completed training in three training waves:**

- Wave I - 10 teachers – June, 2009
- Wave II - 19 teachers – August, 2009
- Wave III - 10 teachers – November, 2009

- **Practicum:**

- 37 teachers

- **Observations:**

- 35/39 completed at least 3 observations

- **Workshop Training:**

- 30/39 completed 16 hours, 37/39

- **Advanced Educational Training:**

- 24/39 in April & May, 9 enrolled in July, 2010

Total:



Hours

80

20

6

16

80

202 Hours

“I was a good teacher, now I’m great!” Sheri H., 2010

School	Reg. Ed Tchr	Reg Ed. Para	Sped Tchr	Sped Para
Allen			1	1
Anderson			1	
Beech			1	
Buckner			2	
Clark				1
College Hill			1	
Colvin			1	
Gordon Parks			1	
Griffith			1	
Hyde			1	
Jackson			2	2
Jefferson			3	2
Lincoln			1	
Mueller			2	2
Spaght			3	3
Washington			1	1
White			1	1
Other			2	

Fundamental Learning Center 917 S. Glendale Wichita, Ks,
67218 - 316-684-READ(7323)

2009-2010

The Beginning of a
Great Adventure!



Downing Literacy Project Study



- **Identify USD 259 Children Early (K-3rd)**
- **Beginning of the Project - children were divided into five groups related to the waves of training received by their literacy project teachers:**
 - 1) Wave I: 35 children taught in a variety of school settings
 - 2) Wave II: 40 children taught in a variety of school settings
 - 3) Wave III: 26 children taught in a variety of school settings
 - 4) A specialized small group (1:4) environment was constructed for 51 students (K-3rd) at Gordon Parks Academy who participated in the pilot project to serve as a control group.
 - 5) 42 Control Group (CG) children who did not receive the study's intervention program.

Total Children: 194 entered program

8

Study Results

Reversing of the “Mathew Effect”

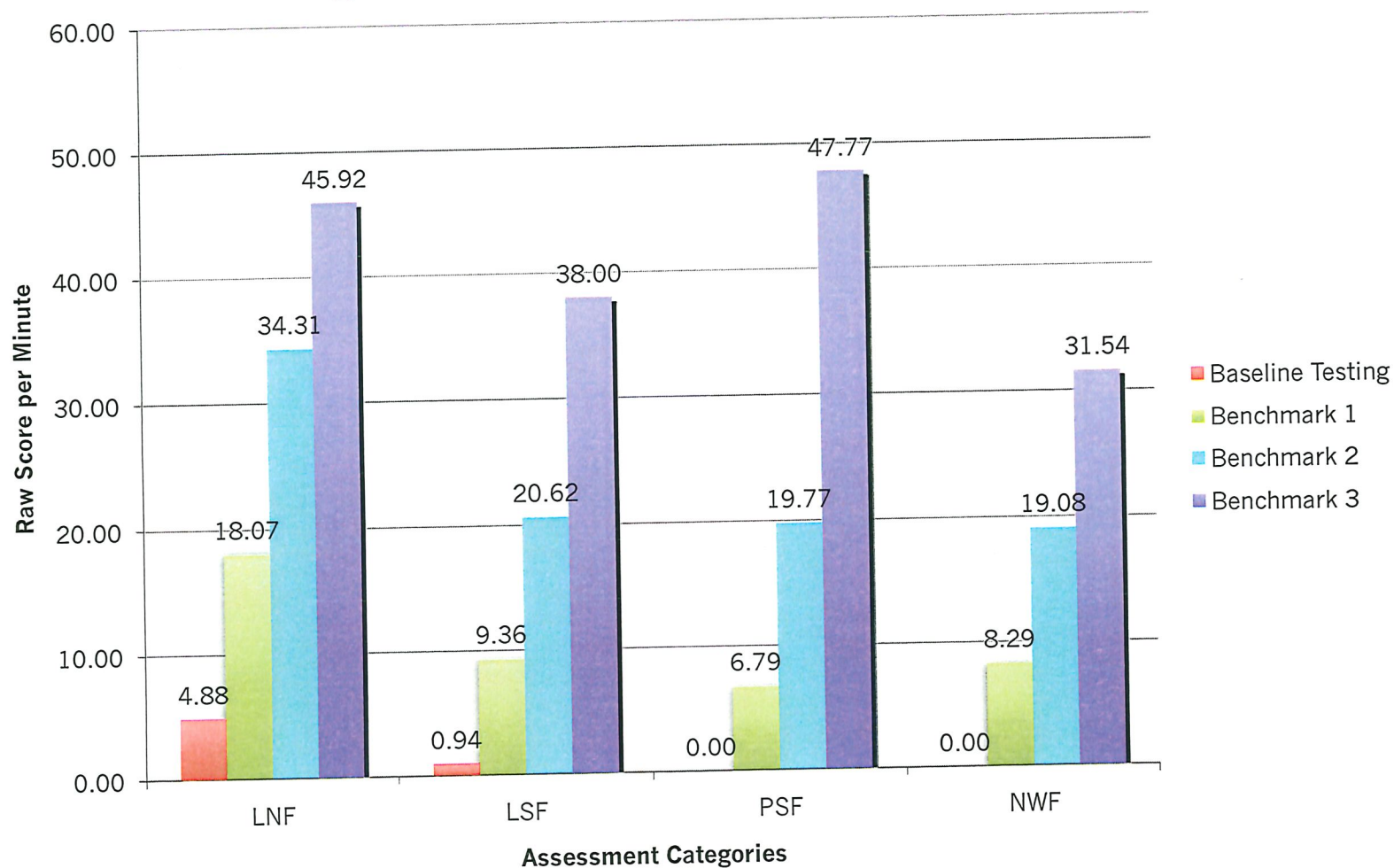
- **Over the course of decades, reading research has provided evidence that...** *“The lack of exposure to text and the resulting lack of productive practice on the part of less-skilled readers contributes to the “gap” between good and poor readers that tends to increase as these students progress through the grades. This phenomenon in which students who learn to read early continues to improve in reading, or get “richer,” and students who do not learn to read early get “poorer,” or become increasingly distanced from the “rich” in reading ability. This is the “Matthew Effect.” (Keith Stanovich, 1986, 1993b.)*

Downing Literacy Project Study Measurement & Accountability

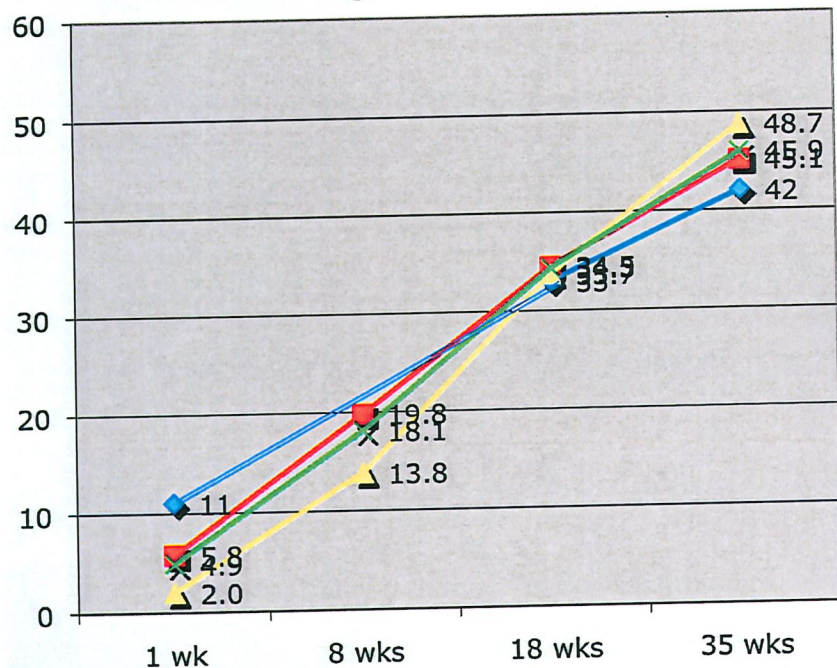
- Each child, grades K-3, was benchmarked with a set of early literacy indicators to assess phonemic awareness and phonics. These assessments include fluency measures that include beginning sounds, letter names, letter sounds, phoneme segmentation, and nonsense word reading, all foundational skills children must develop through instruction and practice to emerge as readers.
- Children in the Downing Literacy Project, Waves 1-3 and the control group at Gordon Parks Academy, were assessed four times using the AIMSweb formative assessment and basic skills improvement system by their group instructor. (The 2nd Control Group was dropped.) At the four scheduled dates, the students (1st – 3rd) were also assessed on the R-CBM (Reading Curriculum Benchmark Monitor) *on grade level*.

AIMSweb Early Literacy Bar Graphs

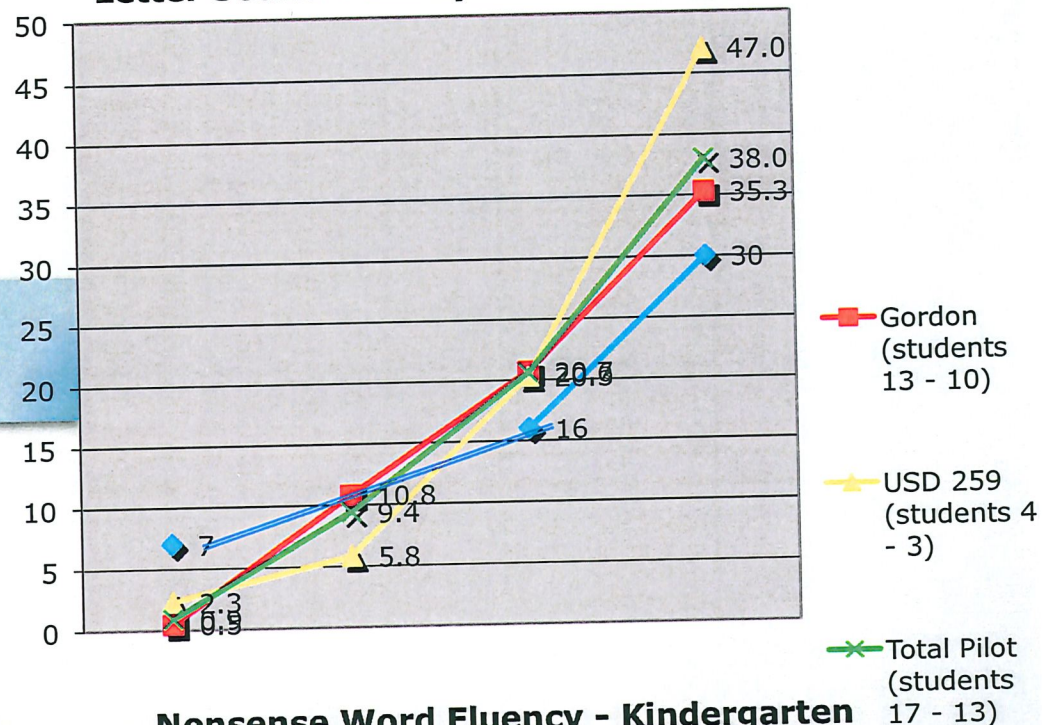
Kindergarten - 3rd Reporting Period (05/21/10)



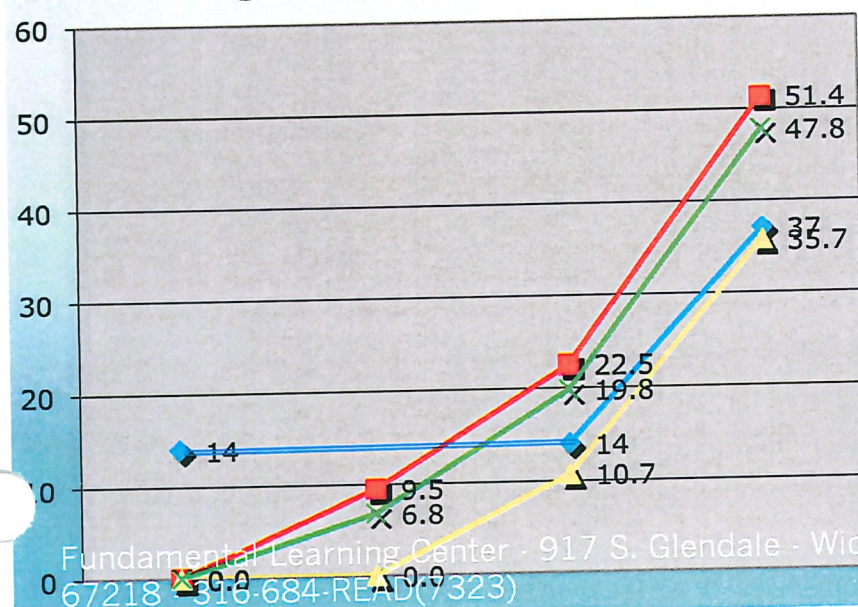
Letter Naming Fluency - Kindergarten



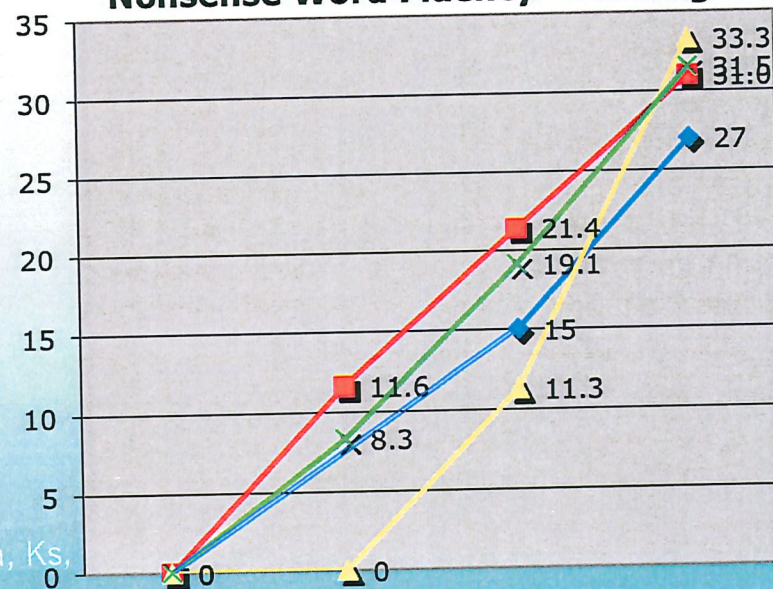
Letter Sound Fluency - Kindergarten



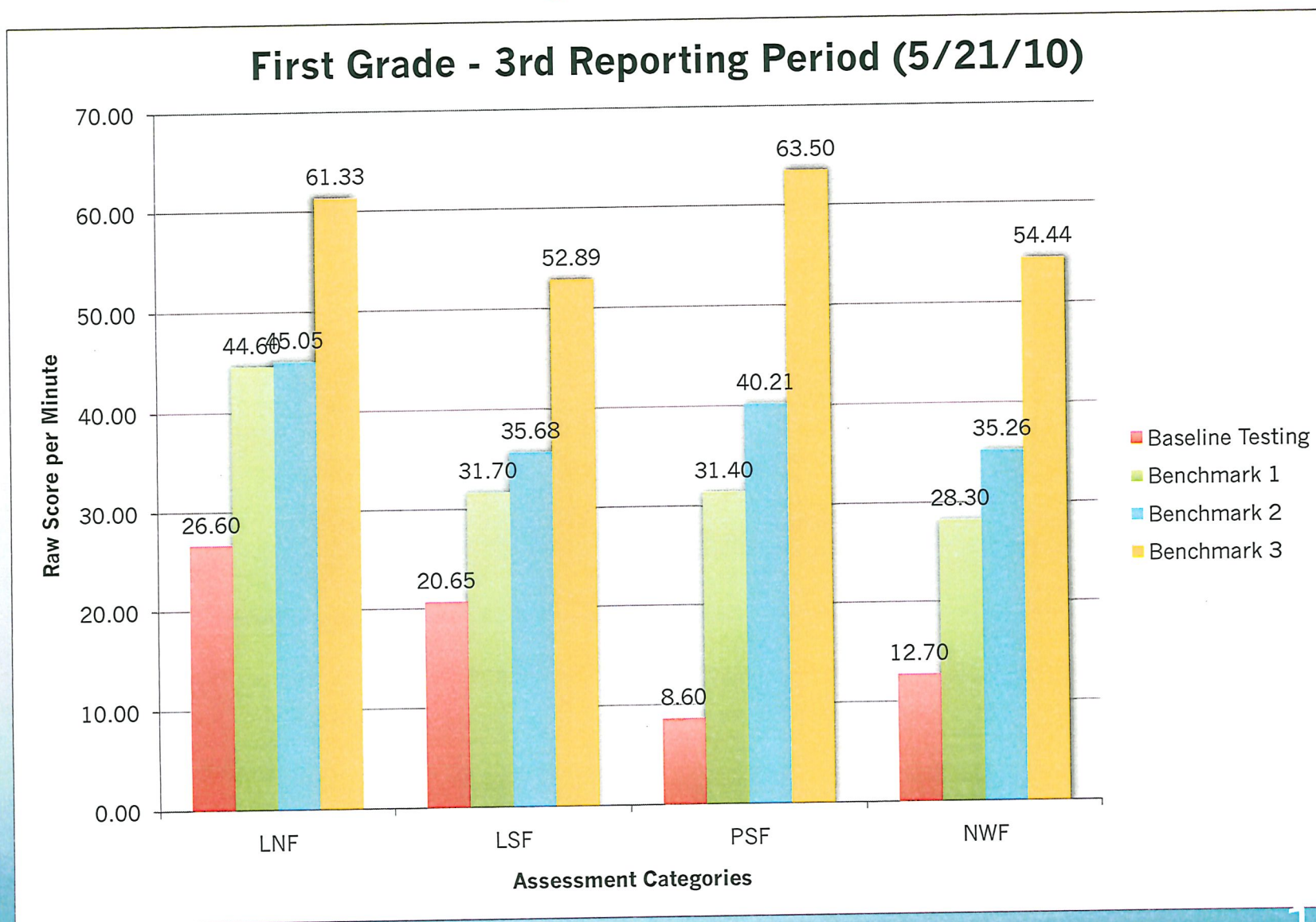
Phoneme Segmentation Fluency - Kindergarten



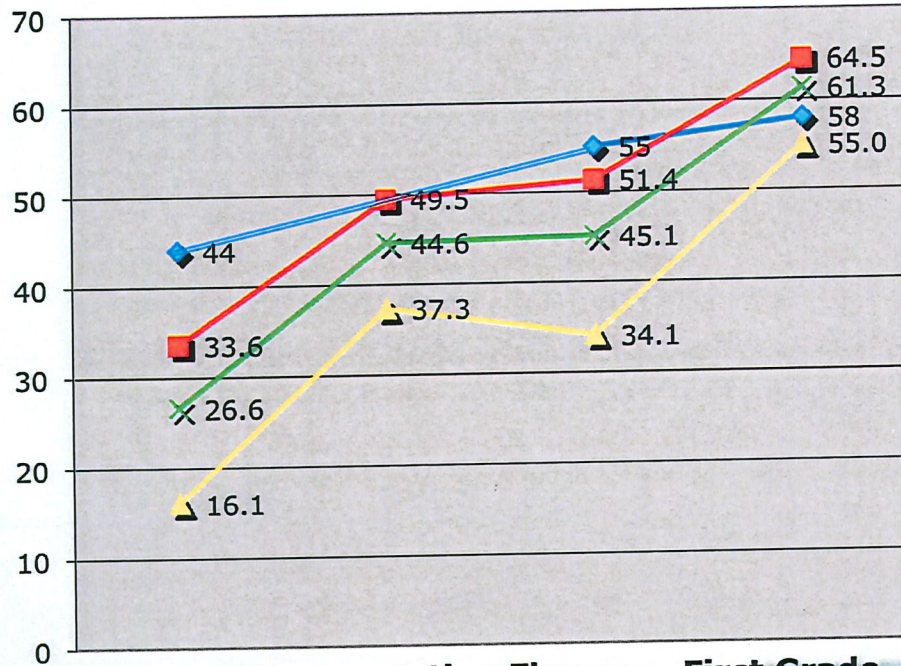
Nonsense Word Fluency - Kindergarten



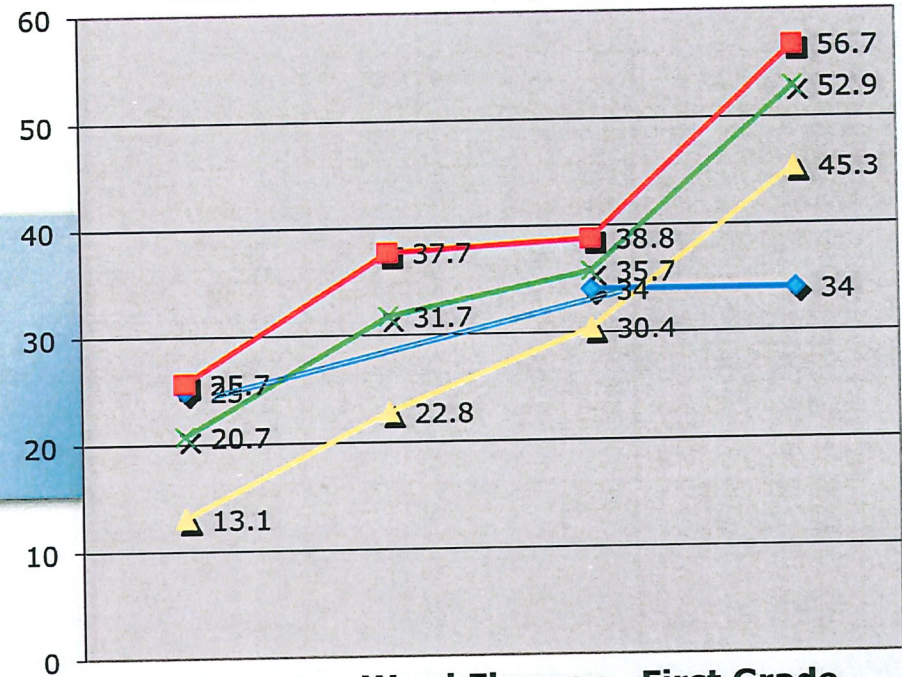
AIMSweb Early Literacy Bar Graphs



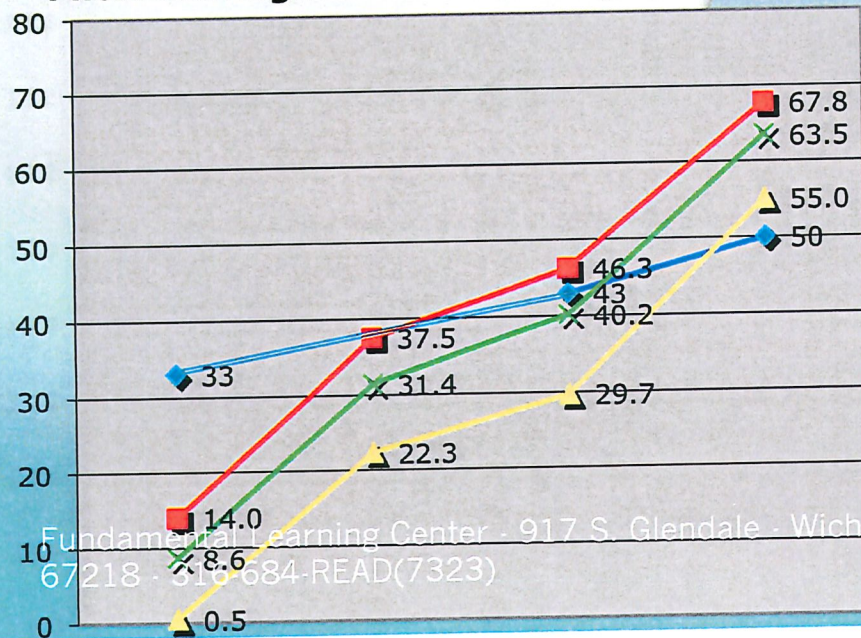
Letter Naming Fluency - First Grade



Letter Sound Fluency - First Grade



Phoneme Segmentation Fluency - First Grade

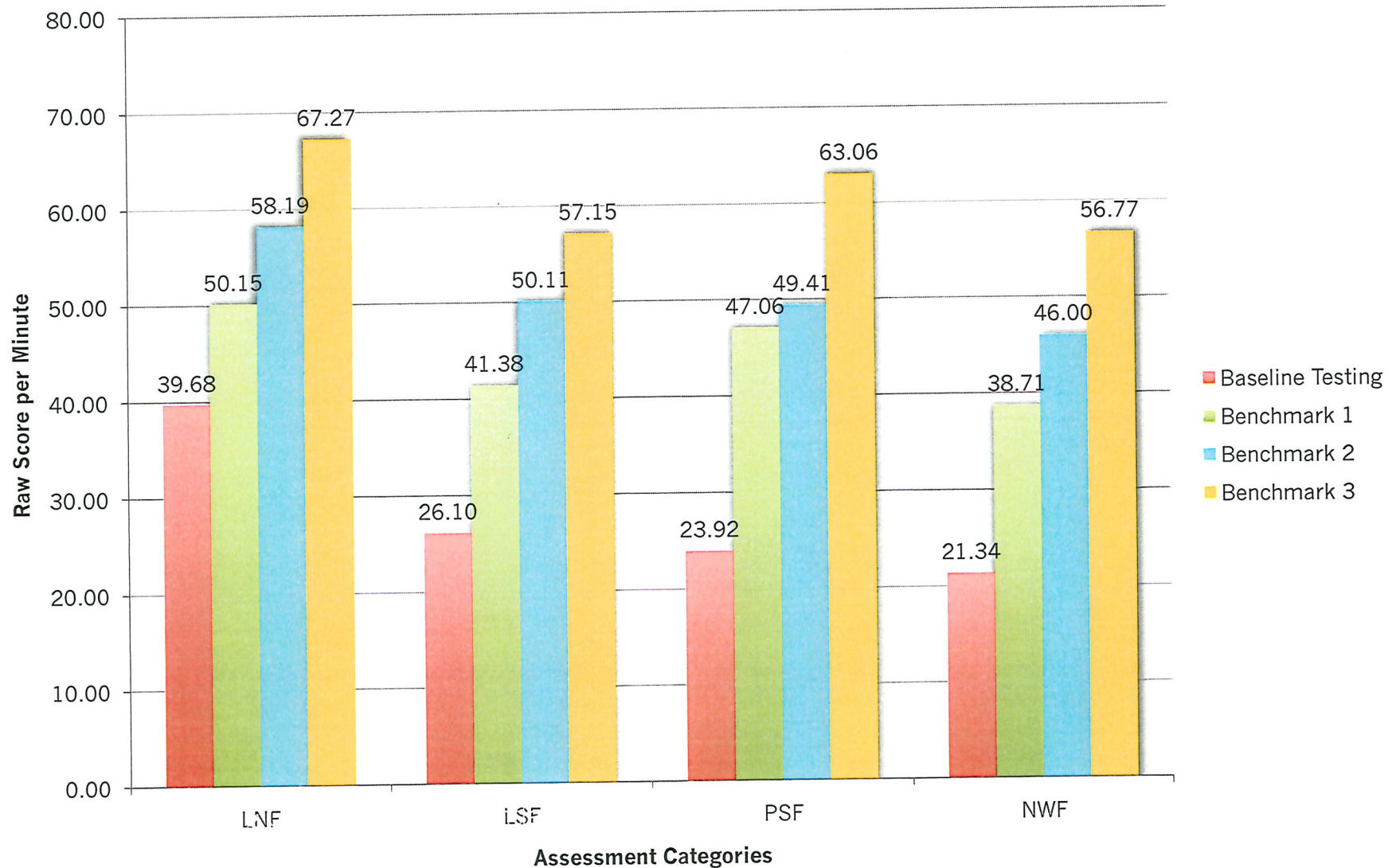


Nonsense Word Fluency - First Grade

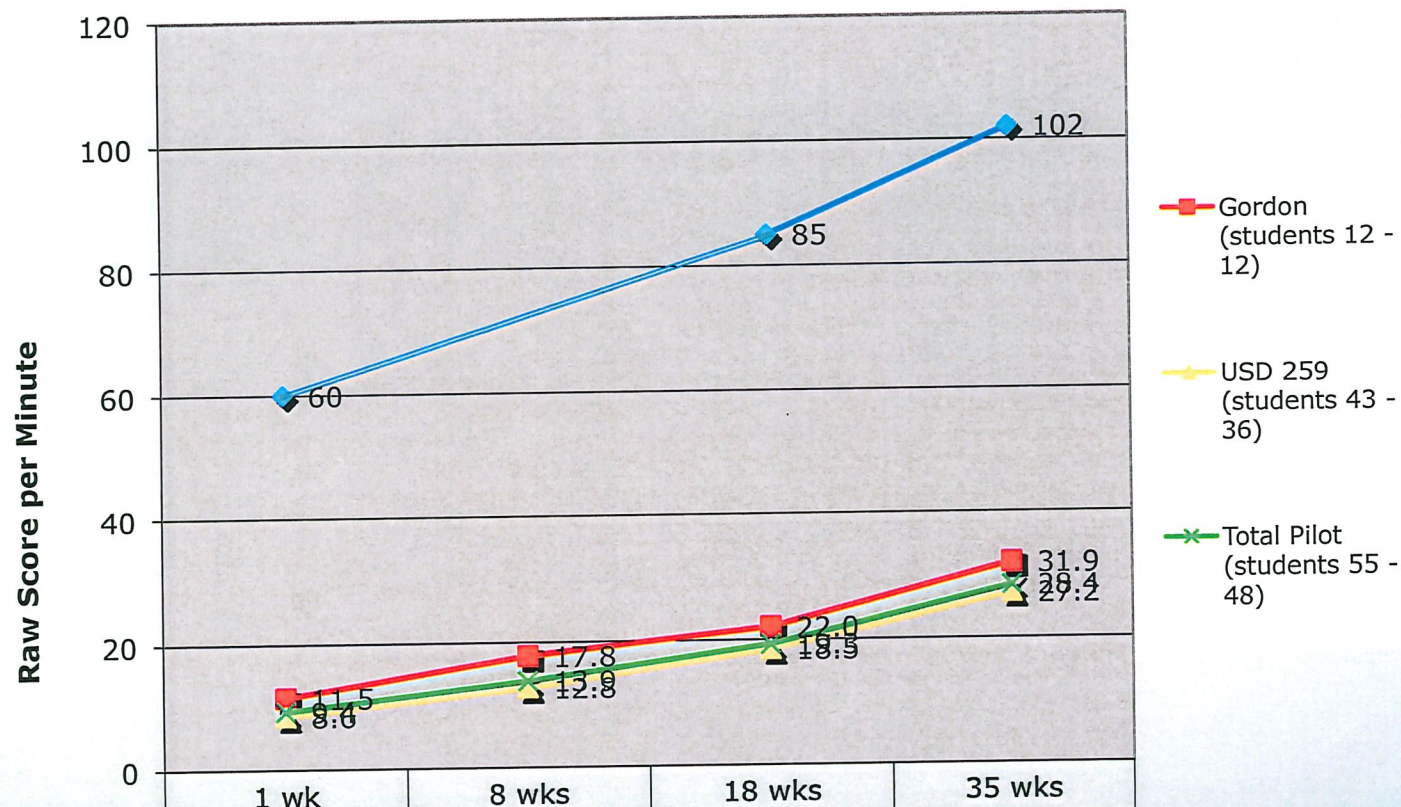


AIMSweb Early Literacy Bar Graphs

Second Grade - 3rd Reporting Period (5/21/10)



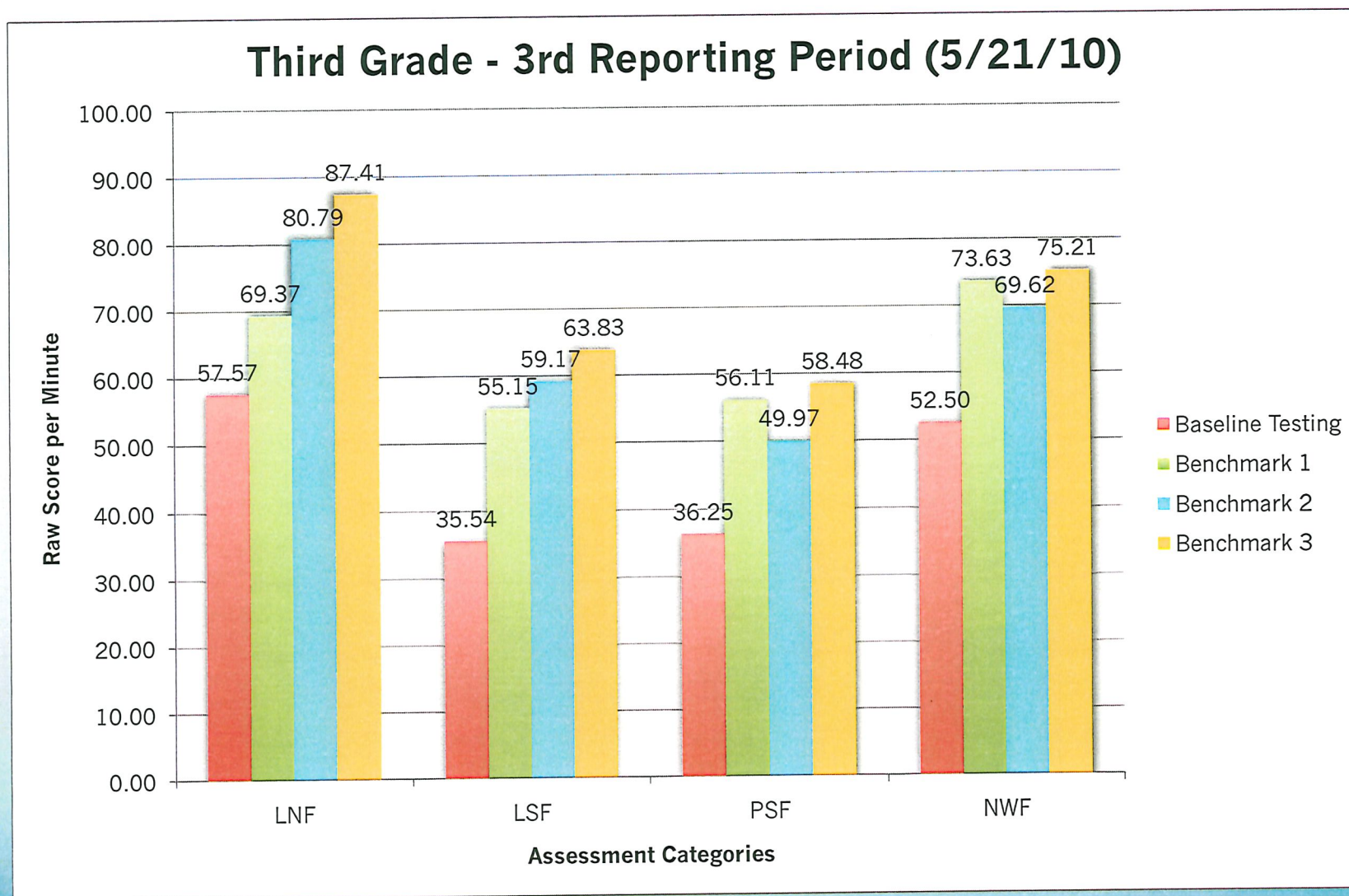
Second Grade RCBM - Correct words



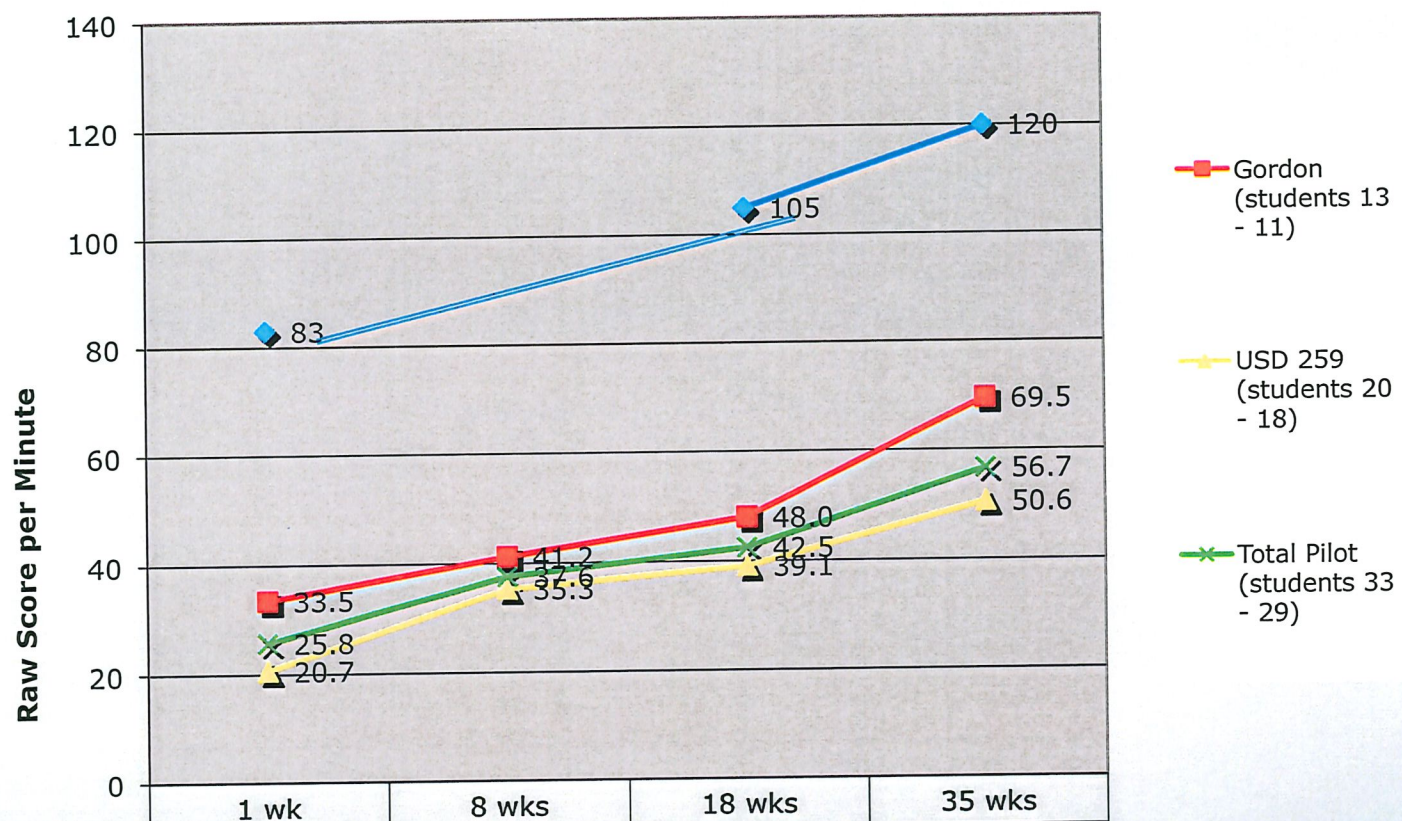
◆ National Mean	60		85	102
■ Gordon (students 12 - 12)	11.5	17.8	22.0	31.9
▲ USD 259 (students 43 - 36)	8.6	12.8	18.5	27.2
✕ Total Pilot (students 55 - 48)	9.4	13.9	19.3	28.4

RCBM - Correct words

AIMSweb Early Literacy Bar Graphs



Third Grade RCBM - Correct words



◆ National Mean	83		105	120
■ Gordon (students 13 - 11)	33.5	41.2	48.0	69.5
▲ USD 259 (students 20 - 18)	20.7	35.3	39.1	50.6
✕ Total Pilot (students 33 - 29)	25.8	37.6	42.5	56.7

RCBM - Correct words

Legislative Testimony in Response to Senate Bill No. 75

Testimony Presented Before the Senate Education Committee

March 2, 2011

By

Joan Farha

A Parent Navigating the World of Dyslexia

Honorable Jean Schodorf and Honorable Members of the Committee:

My name is Joan Farha. I am not a teacher, an administrator, a politician, a professional, or an expert of any kind. I am a mother with three children, two that have learning differences including dyslexia. I also have the privilege of connecting a group of parents (we call ourselves the Learning Differences Network) who also find themselves in the frustrating and at times seemingly hopeless situation of trying to help their children navigate the world of learning differences.

In preparing for this testimony, I asked the parents in our Learning Differences Network to share with me their stories. I promptly received eight replies from these parents desperate to have their stories told so that other children do not have to suffer as theirs do. I have included their stories in this testimony in hopes of more fully illustrating the situations we face. Please note most of the parents readily agreed to have their names included. One urged me not to identify her or her children – shame is a powerful emotion.

This is story of my journey.

My children are the lucky ones. They are lucky because their mother is literate, has both the time and means to help them and is like a dog with a bone! With our oldest child it all began in first grade with spelling tests. The words were handed out on Monday, test on Friday. Anna would study every night, my husband or I would study with her. She worked hard and yet did poorly on most every test and never knew the words the next week. She was our oldest so we did not know this wasn't "normal." When she was in second grade, her younger sister started first grade. This child barely looked at the spelling words the night before the test and most always got 100%. When I asked Anna about school she said, "Everyone gets it but me." Red flags for us. When I talked to the teachers they were not concerned. Fortunately for Anna, my nephew is dyslexic so I talked to my sister, she sent me to Fundamental Learning Center for a screening. The screening indicated Anna was likely dyslexic. We then scheduled the \$1200 psychological-education testing at Heartsprings. This thorough testing gave us the official diagnosis of dyslexia, some dysgraphia and mild ADHD. Now it was time to go back to the school

Senate Education
3-2-11
Attachment 4

When I met with Anna's teacher – whom I of course considered to be the expert, the professional – I was told that no, she did not have any of these things she just needed to focus. We left that school the next year. I was not willing to fight the battle of educating my child with a teacher and school that were clearly ignorant. It was and is a battle!

At that point I stopped trusting the school and the teachers to know or do what my child needed to learn. I became fully in charge with the goal of Anna learning to respectfully ask and if necessary demand what she needs to learn.

We meet at the beginning of each school year with all her teachers. I explain her learning style and how to best teach her. Now that she is older, Anna attends and leads this meeting. We make sure they know the accommodations needed, and that I expect that she will receive them. I do not wait for the school counselor to get this done. I make sure her learning plan is correct and complete. Anna has learned to ask for her accommodations. I regularly checked to be sure she is getting what she needs, the way she needs it in order to learn. I do not hesitate to call, email or go to the school to make this happen. Remember, like a dog with a bone.

I know that this testimony seems to be more about the parent than the student, and actually it is. The reason is to show you that if you want to educate the children of this state and you don't pass this bill then you will need to have schools full of parents like me. If you can look at your parent population and see, literate, college-educated, English-speaking parents with a support system that includes people that are already knowledgeable about dyslexia, with the money to pay for the testing and the language therapists, the time to check in regularly with the children and the school and willing to ignore the recommendations of the school and the teachers – then you'll be ok not passing this bill. If that is not what your parents look like, then I beg you pass this bill. All we want is for children to have the chance to learn. You have the power to give it to them – in the way they need it.

Below are stories from other parents.

Karla Wheeler

Our sons learning difference was not diagnosed until his sophomore year in high school by Dr. Brian Stone at Fundamental Learning. David's LD has affected his health, self esteem and social life. If we had known earlier so much could have been done for him and a lot of emotional damage could have been avoided. We have sent David to two different private schools and no one ever caught that Dave was LD. I knew in preschool something was not right but David's teachers always discounted and blew off our concerns. When Dave was in preschool I took him to an occupational therapist. We were told by her that Dave was not being challenged. However, the school was recommending we hold Dave back and let

him have another year of preschool, which we did. We were convinced they were the experts and knew what was best. By first grade he started having bad stomach aches and last year we discovered he had very high blood pressure and was having panic attacks. David is so bright but his school work did not reflect it. He got average grades. He sat in the back of the class. He was quiet, well mannered, and passed. No one paid much attention to him even though we were in private schools. At home Dave just knew things that would blow us away. Even at age three I knew he was different then my girls, he was very special. At school he was average and as time went by grades started slipping more and he would fall asleep in class. Of course, none of his teachers ever told us he was falling asleep. David told us after he was diagnosed.

When I would question Dave's grades the teachers would makes comments such as, "He's a boy" or "don't compare him to my girls." I couldn't put my finger on what was wrong. Dave was also very unorganized and had bad handwriting and spelling. However, he always scored very high on standardized tests, typically at gifted levels. I continued to trust his teachers. He was passing and had high test scores. I do not believe his teachers ever paid attention to how Dave was scoring on his standardized tests in fact, I think they never thought of him as very smart. All they saw was the messy handwriting and bad spelling. I knew different, he was brilliant. David has never studied and I don't think knows how to study, he's been able to get by with just going to class and listening. He was always put in the lowest level classes. I believe he has been bored his whole life. He could never get on any of the academic teams at school. He tried to get on both mock trial and scholars bowl. We now have him in a public school with accommodations. Dave spent last summer tutoring in multi sensory reading with Barb Orsi. Dave went to his first debate tournament and went undefeated and qualified for the National Forensics League his first time debating. He is taking 3 college level classes and making excellent grades. He took the PSAT this year and just missed qualifying for national merit competition. He scored at the 96% in the reading section. The only prep tutoring Dave has had has been in Math and has only been tutoring in math for a couple of months. Dave also took the SAT this last December and scored a 710 in Reading, 650 Math, and 580 Writing his score equates to roughly the 93% Nationally.

A couple months ago, Dave got an invitation to attend an information night in Kansas City for the Naval Academy. He had just gotten back his test scores from the PSAT. Dave came to me and asked if I would take him to Kansas City. We went and he blew me away that evening. He had so much self confidence and made his way around the room to meet every Blue and Gold Officer. He was amazing. Afterwards I took him out to dinner. During dinner I told him how proud of him I was of him. At that moment, he teared up on me and said, "Mom, I've always thought I was stupid. I thought that is why you took me out of Collegiate. I thought you and Dad didn't want to pay for me." My heart broke, I told him no, David, I took you out of Collegiate because I thought they were stupid and they didn't see you talents.

Tanya Honton- Leddy

When we did the Gisell testing the spring before Kindergarten, is when things first started to show up for my daughter. She was 5 and there were concerns when going over the results, she could sing but not say the ABCs, about her phonemic awareness she could not rhyme more then two pairs of words, her handwriting was behind. I was surprised, I thought she was on track with her peers, she had been in pre-

k program, we read to her at home. In my mind I started to wonder why, things just were not adding up. I started researching and made a call to Fundamentals Learning Center. We did their screening and I was shocked to see that she had all the early indicators for dyslexia. Until that time I did not realize that since I had dyslexia, my children would have some form of it. Immediately we went through all the suggested testing that Fundamentals recommended. We also started her on the Reading Readiness program that summer before Kindergarten. By the time she started that fall her teacher could not tell there had been previous problem. I think this speaks to catching it early and working with her. If we had not intervened when we did she would have had even more struggles. We continued with support during the school year and she progressed. We continue now with having her work with a tutor twice a week for Alphabetic Phonics. This support helps her keep up with her classmates. We pay for this out of our own pocket.

The key is to intervene early and start these programs when they are in pre-K or kindergarten. It cannot be cured but helped tremendously .

I will do whatever it takes for my children to get the accommodations and support they need.

Kids with dyslexia do not need to suffer unnecessarily, we know so much more now than when I went through school. It has been an interesting journey for us, but there is no road map, and I've had to do all of work on my own to navigate through the system. I've had to fight and go to great lengths to get my daughter where she is today and it's not over for us. It can be very frustrating.

Please state of Kansas recognize and support those students and families who have dyslexia.

I know there are a lot of kids who slip through the cracks, and families who do not have the resources to get the help their kids need.

Thank you,

Tanya Honton-Leddy

Tracey Jobe

I am not if sure this will help or not. When I had my daughter in public school when she was in second grade her teacher kept telling us that she needed to be held back that she was behind in her work. She didn't even try to find the problem she just wanted to hold her back because she wasn't understanding the reading. The Principal never came to one meeting they didn't even test her for anything, they just thought she needed to be held back.

We took her out of the School and went to Collegiate starting her in second there. Within one to two months the teacher had us get her tested for dyslexia and she has been doing so much better. She has help during school and after. If we would of kept her at the public who know how long it would of taken to figure out this.

Thank you,

Tracey Jobe

Jane Hanisch

During J.D.'s second year of preschool, he had a friend over to the house to play. They were writing with crayons and I noticed a drastic difference between their pages of printing. J.D.'s was hesitant, light, and somewhat shaky. I didn't worry too much, because his friend was starting kindergarten in the fall and J.D. was starting his third year of preschool.

We applied to Central Christian Academy for kindergarten. During the parent meeting we told the headmaster and the learning resource teacher that we were worried J.D. might not talk to the teacher when she gave the kindergarten readiness test. She said that had never happened and said not to worry. As you might have guessed, J.D. was too nervous to talk. He was accepted to CCA on probationary status! He kept up with the class and through first grade all seemed fine (except I realized I had to figure out vowel sounds so I could help him sound out words!). During second grade I started to have doubts about his reading ability. Every year through sixth grade I asked the teacher(s), at both conferences, if his reading was on target. The reply--no problem. Several teachers thought my expectations were too high because I have advanced education. They also pointed out that his grades were fine. Dyslexic that I am, I did help him study using multisensory techniques (although I didn't know at the time how this helped him). In fifth grade his AWANA Pals leader asked me if J.D. had a problem reading. I explained and he said someone told him about vision therapy. We went to Sullivan and his eyes did not track together. After the therapy his eyes did track. His reading did not improve. Finally, in 6th grade AR became a grade by itself (not included in language arts), and he got a D for the first nine weeks. Since I was fairly crazy at that point, I talked to the headmaster and pointed out that reading might be a problem since he got a D in AR and had A's in the other classes. He told me to talk to the English teacher who had some sort of special ed training. I absolutely fell apart when I talked to her. I think the multitude of tears showed my absolute frustration, and she said he would pay close attention to him in class. Several days later she gave me the Heartspring phone number for Brian, and the rest is history.....

On an interesting note, he was also accepted on probationary status to Collegiate for ninth grade. The upper school had had some issues with transfer students with learning differences.

J.D. was able to keep up in elementary school and at that time good grades were not considered a sign of a reading problem! The early signs were there in preschool and the right testing would have identified the learning difference. As you know, at young ages the brain can be rewired with therapy.

Julie and Ken Mindt

We always knew that Grace's mind was unique. She was and is quite "normal", but she always seemed to be "thinking outside the box". While we value this in the workplace, it doesn't work so well when learning phonics rules in second grade. Grace seemed to be learning at an acceptable level, but her grades were never consistent. This frustrated her marvelous teacher, her parents and especially Grace. All through the second grade, her teacher and parents were in constant communication about Grace's "troubles". With Grace, these troubles weren't glaring. She could read - just not fluently. She could do her math problems - just not consistently. She was easily distracted and often appeared to be

disengaged, yet both parents and teacher knew she was desperately trying to do her best. We were all trying to decide if spending thousands of dollars on testing was the right thing to do.

By the beginning of third grade, Grace was depressed. She felt like a failure. She sobbed and sobbed and said horrible things - "I'm terrible at everything", "I can't do anything right", "I try my best, but you say I'm lazy", "I wish I had never been born". These things might be appropriate for a temper tantrum in a movie, but when it's your eight year old screaming them, and you can feel that it is coming straight from heart, it rips you apart inside.

I called for an appointment with the psychologist. The wait list was nine months long, but when I told them of Grace's depression, we were put on a wait list for an earlier appointment.

A few months into the third grade, the psychologist determined that Grace processes most everything at or near third grade level. However, she "thinks" at a ninth grade level. When she looks at a sheet of text, she sees patterns that are invisible to most of us. She's smart. Really smart. And, she's dyslexic.

Grace is one of the kids who could easily "fall through the cracks". Her grades, without intervention, are ok - not good, but not horrible. She could be that little girl who always felt bad about herself. She could be the one who stopped trying, because her best was never good enough.

But, she had a wonderful teacher who didn't just look at the grades. She looked at the child and recognized the struggle. Grace also has two parents who are able to spend a lot of time with her doing homework and activities outside of school. We saw her struggle too. And, we have the financial means to provide testing and tutoring for Grace.

Grace may have that one beautiful mind that sees connections and patterns that no one else sees, and because of this, she might find the cure for cancer. She just needs help finding her way to the lab.

Ginger Brown

As infants and toddlers my children were all above average, regularly meeting both physical and mental developmental milestones early. All three of my children were diagnosed with dyslexia in middle school. It had been quite frustrating for us to understand why these obviously very intelligent children were struggling so hard in the classroom. I even had a teacher tell me that I should just accept that he wasn't capable of more than C work. With my two older children the diagnoses was of minimal help. They was little support from the school at that time. It was helpful for them as individuals as it gave them some insight into why they were not successful. Without informed assistance in the classroom, academically it made little difference. My daughter is a bit younger than her older brothers and by the time she got there they knew more about dealing with dyslexia. She was more successful academically, but here grade point average no more reflected her abilities than it had her brothers. Many people who have overcome dyslexia to become successful adults seem to believe that a large part of their success is due

to the perseverance they learned in their journey. For my family it was at time very painful. I doubt the ones that landed in prison because they didn't overcome this gauntlet would say, "probably not". As a successful ship broker, my oldest son has indeed overcome his academic lackluster. He is being financial rewarded for thinking with a dyslexic brain. I have to wonder

Carol Amstutz

Our son Paul was always inquisitive, bright and anxious to read. In 1st grade, though, we discovered he was memorizing the class readings, being a strong audio learner, so that he could 'read' when his turn came. Thankfully, his teacher noticed a problem and urged us to have him tested. Yet, as parents, the process of testing and then mediating his significant dyslexia were taxing - a process we had to do on our own, somewhat like 'reinventing the wheel'. We paid for his testing and his tutoring out of pocket; we had the resources to do this - but many do not.

We consider our story to be a success story... yet with challenges ahead. Our son, now 12, had three years of tutoring in alphabet phonics. We were greatly impressed with the dedication of his tutors; our son would often tell us that his tutors were the only teachers who really taught him something. After observing the methods use by the tutors, I am convinced that reading scores across the classroom would improve significantly if all students were taught in the multi-sensory manner. Reading is a multi-task skill that greatly impacts every child's success in the academic enterprise.

Our son is one of those with dyslexia who has greatly overcome; he now tests out at the 12th+ grade reading level. He absolutely loves reading, holing up with a good book whenever he has time. He still deals with serious dysgraphia, the writing-communication form of dyslexia. While teachers are somewhat willing to accommodate, we have been told by a teacher this year that she can 'solve' his problem this year... she can help him learn his grammar and spelling, while his tester insists that such remediation is a waste of energy. Our son is very bright, so his other teachers tend to see his dysgraphia as not a real problem, or something he isn't working hard enough on, because he's 'doing okay... look at how good his grades are.' He is driven to communicate, but we have seen him often grow discouraged and give up, not caring, because he is "stupid." While he is bright, his homework takes much longer for him than others, as he stumbles through the difficulties of 'getting out of his brain and onto paper' what he needs to.

We strongly urge for steps to educate teachers about the realities of dyslexia - to understand the symptoms and solutions - so that all children can enjoy reading and communicating... and not bear the brunt of debilitating discouragement in the early grades, when students learn to give-up, to believe that they are no good.

Thank you - Carol Amstutz

Anonymous

I would like to tell you my story even though it is very embarrassing, humiliating and is something I deal with daily! I had all kinds of test in the 70s and 80s trying to understand what was wrong with me, why I couldn't learn like the others. I was very shy and never raised my hand because I knew the kids would realize how stupid I was, I continued on this path, never liking school, feeling like I was less than, maybe

even retarded. I never graduated from college, I had dreams of what I could be, but knew I wouldn't be able to learn and pass the courses.

I went on to have children, my child starting having lots of learning issues too. I went all over finding the best of the best in town to give me a place to start, they just took my money and claimed he would get it soon! He was acting like the class clown, he would call me lots of times in middle school to say he was sick, I would believe him and pick him up... He missed a lot of school, when was able to drive he never went to school, he ended up dropping out of school having lots of drug problems and still to this day has no self esteem, It is a real crime! I passed on my learning disabilities to him! His future doesn't look very bright at all. Everyday I wonder what could I have done different. How I have screwed up his life. I decided with the second child I would take her to Collegiate, there one of the dyslexia students recognized she may have dyslexia! I quickly made an appointment at the Fundamental learning Center, had her tested sure enough she is and has some processing disorders. She doesn't want to acknowledge that she has this, I believe she is embarrassed! I am confident she will have a better outcome than I did or my son did, or maybe I am being hopeful! Collegiate has and continues to help to accommodate her and the Fundamental learning Center helped her to learn to read!

There is not one day that I don't think about how stupid I am and I am 48 years old!

These are but a few of the stories out there – all with a similar message. Teachers that did not see it; holding kids back a grade instead of identifying what was really happening; depression; physical symptoms from anxiety, fear, and embarrassment. And equally important is the generational component we cannot overlook. We have ignored dyslexia specifically and learning differences in general for too long. We have called kids stupid, lazy, unfocused, and troublemakers – until they start to believe it about themselves. Children will live up or down to whatever expectation is set for them. It is our shame, our crime, that we allow any child to grow up in this state and this nation uneducated when the solution is so simple. Please don't make this harder than it needs to be.

Respectfully Submitted,

Joan Farha

Dear Senator Schodorf,

I am a parent of a gifted 14 year old girl, Nicole, diagnosed with dyslexia, dyscalculia, dysgraphia and other learning disabilities. In kindergarten, teachers did not voice any concerns about Nicole's abilities or progress, although I questioned why she was having so much trouble with spelling even 3 letter words. In first grade, spelling problems were obvious, with 9 out of 10 words wrong. Her teacher informed me that I needed to read to her more, but offered no other insight. Just before 2nd grade, we applied at a private school, and were rejected, because her reading and math skills were so deficient, and the principal advised me that even if she repeated 1st grade, "she *still* couldn't catch up". In tears, we tried another, where the principal informed me that Nicole was obviously gifted, based on test scores, and that the deficiencies in her basic skills indicated an underlying learning disability and I should seek further testing.

I had never given the word dyslexia much thought, like many people. It was such a relief to finally have someone explain how Nicole's mind works and assure me that there were solutions. Not a cure, but ways to teach her and give her tools to work around her disabilities. It was also heartbreaking that for all those years, I blamed myself and I blamed Nicole for something that was totally beyond our control, something that is genetic. The guilt was, and still is, immense.

Even beginning remediation, such as the multi-sensory Alphabetic Phonics and Semple Math, in second grade, we were always running against a clock – trying to get her up to the level where she would have a foundation to actually benefit from lessons in school. It was years of struggle to complete remediation while keeping up with regular classroom work and requirements. There were often not enough hours in a day and the child was exhausted, mentally and physically. Yet I still consider us lucky. So many parents and children never even get that far because the children are not diagnosed. They just give up.

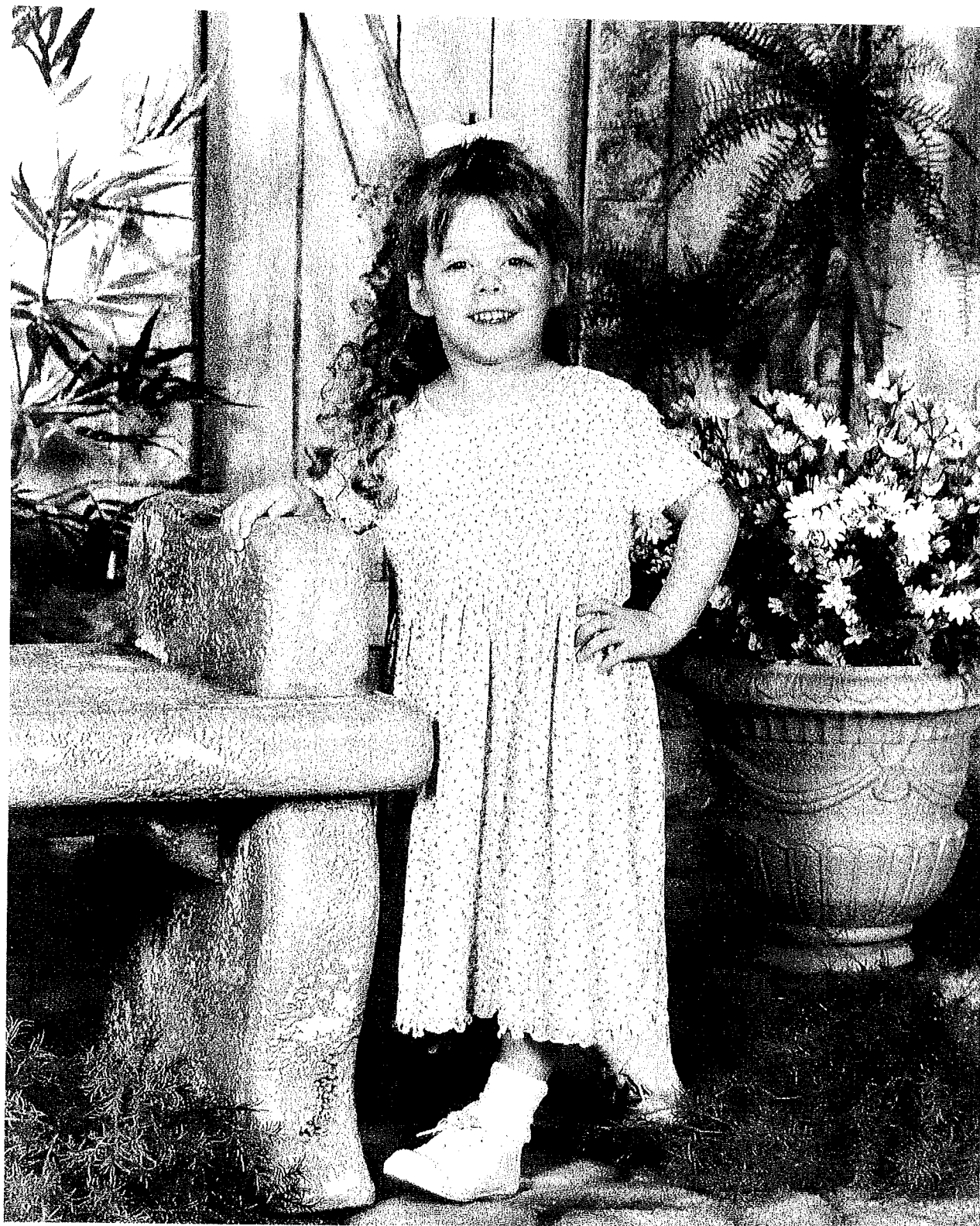
Testing, diagnosing and incorporating remediation into the classroom at an early age would save parents and students tremendous amounts of frustration and heartache. Most importantly, it would give these children, estimated at 1 in 4, a chance to succeed. It is early on that children are labeled by teachers and peers as bright or dumb, capable of learning or not. Their self-esteem is at greater risk the longer a diagnosis is delayed. What is ironic is that these multi-sensory teaching methods work extremely well for *all* students, whereas the traditional teaching methods *do not work* for 25% of students. We know what works, and the fact that our schools and educators are not required to assess and intervene is simply a crime.

Kecia Kesler
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Wichita, Kansas 67204
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I have what you want....

A dyslexic child who *exceeds* standards on State Benchmark Testing.



However, this is how old she was when she started remediation.

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Attachment 6

Legislative Testimony
Senate Bill No. 75

March 2, 2011
Written By Tammi Costello

Delivered by:
Jane Hayes

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Attachment 7

Sam laughed early. Within his first month he began laughing and never really stopped. When he was about 2½ he could recite the lines from whole movie scenes. His memory was astounding. Because of his age some of the things he would say were more mature but had that toddler twist to them. We still have sayings around our house from that time. His ability to understand emotions is unbelievable. He can pick up on any emotion fast. He has an incredible ability to be empathetic. He is an amazing artist. His pictures include details that most children his age just gloss over! He has an ear for music and is learning piano. His singing voice is so sweet! He can play with legos, dirt and hot wheels for hours. He loves plants, his dog, Sophie and his family! He is willing to work and eager to please.

Sam's problems with school started in pre-school.

He doesn't know his colors.

Work with him.

Check his eyes, is he color blind?

No. His eyes are fine.

He doesn't know his ABC's.

Work with him.

Send him to kindergarten.

He may have to repeat kindergarten.

Repeat kindergarten.

Constant ear infections.

Check his ears.

Can't write his name.

Writes his letters backwards.

Watching him write is painful.

Work with him.

Can't read.

Can't read site words.

Can't do spelling tests.

NO MORE SPELLING TESTS!!!

Please, no more spelling tests!

Work with him.

Tubes, tonsils and adenoids out! Maybe that will help!

Title 1, qualifies, doesn't qualify, and qualifies again!

Not reading at level.

Barely reading at all. Pretends to read.

Work with him.

Homework, homework, homework.

Hidden in the desk.

Don't deal with it just hide it!

NO MORE SPELLING TESTS!!!

Can't go to school, I'm sick.

My stomach hurts

I have a headache

How many more days of school?

Do I have school today?

Do I have to go to school today?

No school, no school, no school!

Test him....

For what? Where?





TESTIMONY SB 75
SENATE COMMITTEE ON EDUCATION

The Kansas Chapter, American Academy of Pediatrics represents over 90% of the practicing pediatricians in the State. We present testimony today in support of Senate Bill 75.

The ability to read is a key to the success of any child. We know that of the children who are poor readers by third grade, almost three quarters of them will remain poor readers by the time they reach the ninth grade. Our Governor has realized the importance of reading skills and has set a goal to improve reading scores of fourth graders in the State. Unfortunately, for 36-90,000 Kansas children, this may not be easy. These are children who are at a tremendous disadvantage and who will not benefit from standard special education. They are children who suffer from dyslexia.

Dyslexia is much more than simply switching letters and numbers. It is a processing problem that is manifested by difficulty in learning to read, write, and spell. This lifelong processing disorder is not related to intelligence or a child's ability to learn. Dyslexic children can be helped. But there is a critical window of time for this help to occur. With proper intervention before the end of the 3rd grade, dyslexic readers can develop into good readers.

Senate Bill 75 will allow for early screening from preschool to 3rd grade for dyslexia. This is a time when intervention can have the greatest benefit. It will allow for a multiple-tier instruction for students with dyslexia, the type of instruction that will help these students attain good reading skills. Finally, this in the long run should decrease the number of students who require special education services.

The Kansas Chapter of the AAP asks you to vote "Yes" for Senate Bill 75. This bill shows that Kansas is serious about helping our youngest citizens attain their potential and become successful adults.

Respectfully,

Dennis M. Cooley, MD, FAAP
President
Kansas Chapter, American Academy of Pediatrics

Chris Steege
Executive Director
Kansas Chapter, American Academy of Pediatrics

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Doniphan County Education Cooperative #616

785-982-4204 Terry E. Collins, Director P.O. Box 399 Troy KS 66087

Chairman Schodorf and Honorable Members of the Senate Education Committee:

I am submitting this testimony in opposition to SB 75. This bill attempts to single out dyslexia from the umbrella of learning disabilities and place this one condition above all other eligible conditions under the Individuals with Disabilities Education Act (IDEA). Public schools already have a system, starting at birth, to find and identify children who have learning problems. Testing done by the public school system is free. A separate diagnosis process for Dyslexia will be lengthy and expensive.

I'd like to highlight a couple of key issues:

- **Federal education law does not require public schools to test children for dyslexia.**
- **State and federal law does require that we identify and serve all students with learning problems.**
- **Administrators believe that Kansas Regulations need to mirror the federal regulations**

It is also helpful to recognize that in most common definitions, Dyslexia is categorized as a learning disability (see below):

Dictionary Definition--*Dyslexia is a learning disability* characterized by problems in reading, spelling, writing, speaking, or listening. In many cases, dyslexia appears to be inherited.

Mayo Clinic--*Dyslexia is the most common learning disability in children.* Dyslexia diagnosis involves an evaluation of medical, cognitive, sensory-processing, educational and psychological factors.

U.S. National Institutes of Health--*Dyslexia is a learning disability.* Dyslexia is the most common learning disability in children and persists throughout life.

DSM IV *The most commonly diagnosed learning disorder in school settings is dyslexia.*

Dyslexia is a learning disorder involving *reading ability*. In fact, DSM-IV does not use the term dyslexia. It simply labels the syndrome "Reading Disorder."

Bright Solutions for Dyslexia Inc.

- Learning disability is not the definition of dyslexia.
- Dyslexia cannot be officially diagnosed using one single test.
- Have a professional that specializes in diagnosing dyslexia. An expert with training in testing for dyslexia as well as scoring tests and interpreting results is the only person you should hire to test for dyslexia.
- At least 20 million school-age children suffer from reading failure, but only a small fraction of these children receive special education services

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Furthermore, I think it important to understand that schools do not diagnose schizophrenia, bipolar disorders, PTSD, attachment disorders, etc, all of which fall under the umbrella for emotional disturbance.

Again, I do not believe SB 75 falls within the intent of federal or state regulations. SB 75, if passed into law, will create a major financial burden for school districts. I believe that the lack of agreement in the field regarding dyslexia will make school districts ripe for litigation.

If I can provide any additional information for your consideration, please let me know.

Senate Education Committee

Testimony on Senate Bill 75

March 2, 2011

Presented by Linda Aldridge, Ed.D.

Representing the Kansas Association of Special Education Administrators

Chairman Schodorf and Honorable Members of the Senate Education Committee:

My name is Linda Aldridge and I am here today on behalf of the Kansas Association of Special Education Administrators in opposition to Senate Bill 75.

Special education administrators are concerned that SB 75 would duplicate many programs and initiatives currently in place to support students with learning disabilities.

- 1) Dyslexia is specifically named in IDEA and the Kansas Special Education for Exceptional Children Act under the definition of specific learning disability. As such, for students with dyslexia who need special education services, all the protections and services of the IDEA and Kansas Exceptional Children Act apply.
- 2) State and Federal policy already requires screening of any student who may have a disability. Schools are also required to actively seek out children who may have disabilities; these procedures are referred to as "child find."
- 3) Kansas policy and procedures should mirror Federal regulation and not go beyond that which is required by the Individuals with Disabilities Education Act (IDEA). Federal IDEA regulations specifically stress that states must strive to minimize the number of rules and regulations to which special education is subjected.
- 4) When a student is identified as having a learning disability and is eligible for services, these services are outlined in an Individualized Education Program (IEP). Informed parental consent is a critical part of the process in determining eligibility and determining services.
- 5) Schools are already held accountable with respect to student achievement through the State Assessment process, a process that fully includes students considered to have disabilities.

Again, thank you for the opportunity to appear before you. If the Kansas Association of Special Education Administrators can provide additional information for the committee, please do not hesitate to contact me at (785) 295-3089 or ldaldr@topeka.k12.ks.us.

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3-2-11
Attachment 10*



Testimony before the
Senate Committee on Education
on
Testimony on **SB 75** – Relating to Dyslexia Screening

by
Tom Krebs, Governmental Relations Specialist
Kansas Association of School Boards

March 2, 2011

Madam Chairman, Members of the Committee,

Thank you for the opportunity to present testimony on **SB 75**. As we understand the bill, the Kansas State Board of Education would be instructed to adopt rules and regulations to ensure students enrolled in public schools are screened or tested to identify those students with reading disabilities, including, but not limited to dyslexia as well as meeting three specific responsibilities. The State Board would also be obligated to make the information it collects readily available to parents and guardians.

KASB appears as an opponent to this bill for the following reasons:

- We are unclear about the actual impact of this bill on school district operations, because we are not sure what regulatory actions the State Board might take. The board could choose to impose significant testing and service requirements;
- Our members have adopted a position opposing new unfunded mandates without either new funding or relief from other requirements. This bill provides neither;
- Our policies oppose new state special education requirements that exceed federal requirements; and
- The bill does not appear to provide any assistance to the State Board and Kansas State Department of Education to carry out these new duties.

However, KASB shares the concern about improving reading proficiency in Kansas. We are committed to promoting best practice to our districts. We support restoring funding for teacher professional development to help identify students needing assistance as early as possible. We support improved teacher training. We are eager to promote early literacy skills.

School districts, by definition, want students to be successful. In this era of high-stakes testing, it is imperative buildings have comprehensive instruction and interventions to help all students. In fact, when one considers, on average, 85 percent or so of all Kansas kids are currently proficient in reading, districts are doing well in this area. Districts are also very aware it is in their best interest, from an accountability perspective, to aggressively identify and help those 15 percent who are not proficient as that would increase their chances to reach the mandate of 100 percent proficient by 2014, just three short years from now.

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But as a former teacher with 15 years in the classroom, I know it is not test scores that drive teachers in their quest to help children succeed, particularly as they develop their reading skills. I saw daily the difference in attitude and achievement the competent reader was able to display in my history class compared to the reader a year or two behind grade level. Teachers understand deeply the crucial role reading plays in school and work diligently to the best of their abilities to ensure all their students are successful.

We urge the process currently in place, the guidelines laid out in **HCR 5015** passed in 2009, to remain. Between the progress made under it, as well as the increasing positive impact of buildings using the multi-tier system of support, reading scores continue to improve while at the same time, recognizing different districts can choose different paths as they move to the 2014 target.

Thank you for your consideration.



Kansas Multi-Tier System of Supports

www.kansasmtss.org

Susan Sipe, Director
Kansas MTSS Core Team
ssipe@kansasmtss.org

February 9, 2011

Chairman Schodorf and Honorable Members of the Senate Education Committee:

Thank you for the opportunity to submit written testimony concerning Senate Bill 75. As the Director of the Kansas MTSS Core Team and as a special education director, I would like to provide information to you about how the MTSS *does* screen and identify ALL students with reading disabilities, including dyslexia, and how our federal and state special education Child Find regulations address the screening and identification of any student with a suspected disability, including those with dyslexia. The aforementioned regulations and the system-wide approach to identifying the appropriate instruction for all Kansas students (MTSS) do not support the adoption of additional regulations to screen and/or identify students with reading disabilities.

As of December, 2010, there were 548 schools in 159 Kansas districts that have been trained in the MTSS and consequently have the tools to be able to adequately screen and identify students with reading difficulties, specifically to target a student's reading fluency and accuracy. A member of the MTSS Core Team is a qualified instructor certified by the Academic Language Therapy Association to remediate individuals with dyslexia and/or related disorders. She has provided you with the information in the chart below to show that specific reading concerns for many students with dyslexia are indeed addressed within the MTSS.

Facts Regarding Reading Disabilities as well as Dyslexia	How the Kansas Multi-Tier System of Supports (MTSS) addresses reading difficulties
<ul style="list-style-type: none"> It is possible to identify potential reading problems in young children even before the problems turn into reading failure. Screening tests such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or AIMSweb screening assessments, developed by researcher for those purposes, should be used with all children in school beginning in kindergarten to locate students who are "at risk" for reading difficulty (Just the Facts. International Dyslexia Association (IDA), 2009). 	<ul style="list-style-type: none"> Several universal screening measures have been examined in the context of a MTSS and RtI models. Curriculum-based measures such as DIBELS and AIMSweb are universal screeners used in a MTSS and are conducted at least three times per year to all students in grades K-8 to identify those students deficient in the critical reading skills.
<ul style="list-style-type: none"> According to the International Dyslexia Association, dyslexia is a specific learning disability that is characterized by difficulties with accurate and/or fluent word recognition and decoding abilities. These typically result from a deficit in the phonological component of language... 	<ul style="list-style-type: none"> The data from the curriculum-based measures mentioned above will identify if a student is struggling with reading accuracy and/or fluency at the word level, as well as with phonological awareness and/or phonics/ decoding skills.

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<ul style="list-style-type: none"> Research shows that students with reading disabilities make stronger reading gains when teachers use Curriculum Based Measurement-Reading Assessments (CBM-R). It helps teachers amend instruction until it is effective and gives the clearest picture of student's ongoing reading growth (Fuchs, Deno, and Mirkin, 1984, in Perspectives on Language and Literacy, Spring, 2007 –International Dyslexia Association) 	<ul style="list-style-type: none"> In the MTSS process students are given CBM-R if schools are using AIMSweb or Oral Reading Fluency if they are using DIBELS thus giving teachers information to plan their reading instruction.
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Schools implementing the MTSS use universal screeners to identify all students in grades K-8 with reading difficulties, follow up with diagnostic assessments to further target specific reading deficits, select appropriate research-based curriculum matched to the student's needs, and provide research-based targeted skill instruction and strategies with frequent progress monitoring to measure the student's progress of reading skills. By implementing the MTSS, teachers identify students with reading difficulties at the earliest possible time and begin instruction deliberately matched to need to improve the student's specific skill deficit.

In addition to the MTSS, Child Find requirements are outlined in Kansas State Regulation (K.A.R. 91-40-7). Kansas schools must adopt and implement policies and procedures to identify, locate and evaluate all children with exceptionalities. Specifically K.A.R. 91-40-7 (b) (2) & (3) states:

(b) Each board's policies and procedures under this regulation shall include age-appropriate screening procedures that meet the following requirements:

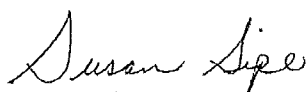
(2) for children from ages five through 21, observations, instruments, measures, and techniques that disclose any potential exceptionality and indicate a need for evaluation, including hearing and vision screening as required by state law; and

(3) implementation of procedures ensuring the early identification and assessment of disabilities in children.

Both the MTSS and the current Kansas Regulations address the specific issues outlined in Senate Bill 75. To adopt additional Kansas regulations specifically for reading disabilities appears to be a duplication of K.A.R. 91-40-7 and MTSS since ALL disabilities in addition to gifted are included in both. If the MTSS Core Team can provide additional information for the committee, please don't hesitate to contact us.

Thank you for your time.

Respectfully,



Susan Sipe, Director
Kansas MTSS Core Team



February 9, 2011

TO: Senator Jean Schodorf, Chair, and Members of the Senate Standing Committee on Education

FROM: Gary George, Ed.D., Assistant Superintendent of Schools
Olathe Public Schools

SUBJECT: Senate Bill 75, Dyslexia Screening

I am submitting written testimony in opposition to Senate Bill 75, which is related to dyslexia screening. We believe Senate 75 could become another unfunded and unnecessary mandate with uncertainty in the bill language.

The Olathe Public Schools already assesses its early readers. We use a number of diagnostic assessments, research based programs and monitoring tools to analyze and instruct students based on individual needs, and we provide extensive professional development for our staff in reading instruction. The MTSS process is used extensively throughout the district. Our Grade 2 reading assessment scores are very good with approximately 90 percent of our students reading on or above grade level by the end of Grade 2. The 10 percent of students that do not achieve this level of proficiency are ELL, special needs, students of poverty or a combination of these factors.

The Olathe Public Schools place a high priority on reading skills and recognize its importance as a foundation for success for all students. We believe that Resolution 5015, approved by the Kansas Legislature, is appropriate and another statute is unnecessary.

Thank you.

Senate Education
3-2-11
Attachment 13

Senate Education Committee

Written testimony in opposition to SB 75
3/2/11

Submitted by Katherine Kersenbrock-Ostmeyer
Director Special Education Northwest Kansas Educational Service Center and parent of a child with a disability.

Thank you for the opportunity to share my comments and concerns surrounding SB 75. Thank you also for the work you are doing during this difficult year and economy.

Both as a Special Education Director and as a parent of a child who demonstrated reading disabilities (a typical characteristic associated with my son's diagnosis of Tourette Syndrome), I must share my opposition to SB 75. In the case of my son and with many children with special learning needs, the Individuals with Disabilities Education Act (IDEA) is formulated to address those reading disabilities along with all other disabilities/needs.

Dyslexia is addressed under the IDEA-as is Autism, Tourette Syndrome, Dysgraphia, Dyscalculia, etc. All of which--when experienced by a student requires intervention. The issue becomes how to best meet that student's need and I strongly believe it is already available in the current system. With each attempt to legislate special tests, specific methodologies, or set aside additional funds for a specific condition or group of individuals with a specific condition--there are always going to be others omitted from the discussion. I believe when this occurs the risks of allowing a student to fall through the cracks becomes greater as time and attention are now focused on specific conditions and not the student's overall education. The IDEA allows a level field for every disability and child with a need.

Additionally in Kansas we have available the Multi-Tiered System of Support (MTSS) and established progress monitoring on a routine basis which flags those children who need special assistance. And once again the focus is on skills and not a specific label or condition.

In my Son's education, he experiences many specific conditions as part of an overall diagnosis of Tourette Syndrome. However in school he was served in special education with calculated interventions to address his many individualized needs. SB 75 would not help in supporting my Son's education---since everything needed is already there. Furthermore, I worry that when we implement additional screenings and procedures we reduce teacher effectiveness by taking more and more time away from what I believe is a comprehensive approach to reducing teaching time with a need to conduct another set of assessments and procedures in duplication to what is already provided.

Again, thank you for considering my opinions on this issue.

Senate Education
3-2-11
Attachment 14