

GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2015

H.B. 420  
Mar 31, 2015  
HOUSE PRINCIPAL CLERK

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HOUSE DRH10176-MK-69 (02/11)

Short Title: Students w/Dyslexia and Dyscalculia. (Public)

Sponsors: Representatives Conrad and Lambeth (Primary Sponsors).

Referred to:

1 A BILL TO BE ENTITLED  
2 AN ACT TO REQUIRE THE STATE BOARD OF EDUCATION AND LOCAL BOARDS  
3 OF EDUCATION TO IMPLEMENT A SCREENING PROGRAM TO IDENTIFY  
4 STUDENTS WITH DYSLEXIA AND DYSCALCULIA.

5 The General Assembly of North Carolina enacts:

6 SECTION 1. Chapter 115C is amended by adding a new Article to read:

7 "Article 9D.

8 "Students with Dyslexia and Dyscalculia.

9 "**§ 115C-150.20. Purpose.**

10 It is the intent of the General Assembly that all students with specific learning disabilities,  
11 including dyslexia and dyscalculia, receive the necessary and appropriate screenings,  
12 assessments, and special education services to provide interventions for learning difficulties  
13 with language, reading, writing, and mathematics. To provide a common set of professional  
14 standards and guidelines for the identification of and intervention for students with dyslexia  
15 and dyscalculia, the State Board of Education and local boards of education shall implement a  
16 screening process, comprehensive assessment, and intervention strategies for these students in  
17 accordance with the provisions of this Article and Article 9 of this Chapter.

18 "**§ 115C-150.21. Definitions.**

19 The following definitions apply in this Article:

20 (1) Disability. – As defined in G.S. 115C-106.3(2).

21 (2) Dyscalculia. – A specific learning disability involving difficulty in learning  
22 or comprehending mathematics.

23 (3) Dyslexia. – A specific learning disability characterized by difficulty with  
24 accurate or fluent word recognition, or both, and by poor spelling and  
25 decoding abilities.

26 (4) Individualized education program or IEP. – As defined in  
27 G.S. 115C-106.3(6).

28 (5) Special education. – As defined in G.S. 115C-106.3(20).

29 (6) Specific learning disability. – A disorder in one or more of the basic  
30 psychological processes involved in understanding or in using language,  
31 spoken or written, that may manifest itself in the impaired ability to listen,  
32 think, speak, read, write, spell, or to do mathematical calculations. A specific  
33 learning disability does not include learning problems that are primarily the  
34 result of visual, hearing, or motor disabilities, of mental retardation, of  
35 serious emotional disturbance, or of environmental, cultural, or economic  
36 disadvantage.



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**"§ 115C-150.22. Screening, assessment, and intervention.**

(a) The State Board of Education shall provide informational materials and screening instruments developed in accordance with G.S. 115C-12(45) to local boards of education to identify students who exhibit potential indicators of dyslexia and dyscalculia. Each local board of education shall (i) provide for parents to receive informational materials related to dyslexia and dyscalculia on an annual basis and (ii) ensure implementation of age-appropriate screening instruments for the early identification of students with dyslexia and dyscalculia.

(b) A local school administrative unit shall screen every kindergarten student enrolled in the unit for dyslexia and dyscalculia using the screening instrument adopted by the State Board.

(c) A local school administrative unit shall screen any student enrolled in first through sixth grade in the unit who has not been screened for dyslexia and dyscalculia under subsection (b) of this section using an age-appropriate screening instrument adopted by the State Board.

(d) If a student is determined to exhibit potential indicators of dyslexia, dyscalculia, or other specific learning disability, the local school administrative unit shall administer a comprehensive assessment adopted by the State Board to determine whether the student has a disability. A student identified as having dyslexia, dyscalculia, or other specific learning disability shall be provided appropriate intervention strategies in accordance with the guidelines adopted by the State Board through the student's individualized education program.

**"§ 115C-150.23. Training for school personnel.**

(a) Each local school administrative unit shall train one or more school employees to administer the screening instruments provided by the State Board of Education pursuant to G.S. 115C-150.22.

(b) Ongoing professional development opportunities shall be made available to teachers and other school personnel on the identification of and intervention strategies for students with dyslexia, dyscalculia, and other specific learning disabilities."

**SECTION 2.** G.S. 115C-12 is amended by adding a new subdivision to read:

**"(45) To Adopt Informational Materials and Guidelines for Students With Dyslexia and Dyscalculia. – The State Board of Education shall develop and adopt informational materials and guidelines for students with dyslexia and dyscalculia in accordance with the provisions of Article 9D of this Chapter, including age-appropriate screening instruments, a comprehensive assessment for students who exhibit potential indicators for dyslexia, dyscalculia, or other specific learning disabilities, and guidelines on appropriate intervention strategies."**

**SECTION 3.** G.S. 115C-296(b)(1) reads as rewritten:

**"(1) Licensure standards.**

a. The licensure program shall provide for initial licensure after completion of preservice training, continuing licensure after three years of teaching experience, and license renewal every five years thereafter, until the retirement of the teacher. The last license renewal received prior to retirement shall remain in effect for five years after retirement. The licensure program shall also provide for lifetime licensure after 50 years of teaching.

b. The State Board of Education, in consultation with the Board of Governors of The University of North Carolina, shall evaluate and develop enhanced requirements for continuing licensure. The new requirements shall reflect more rigorous standards for continuing licensure and shall be aligned with high-quality professional development programs that reflect State priorities for improving student achievement. Standards for continuing licensure shall include

1 at least eight continuing education credits with at least three credits  
2 required in a teacher's academic subject area. Standards for  
3 continuing licensure for elementary and middle school teachers shall  
4 include at least three continuing education credits related to literacy.  
5 Literacy renewal credits shall include (i) evidence-based assessment,  
6 diagnosis, and intervention strategies for students not demonstrating  
7 reading ~~proficiency~~ proficiency and (ii) identification and  
8 intervention strategies for students with dyslexia, dyscalculia, and  
9 other specific learning disabilities. Oral language, phonemic and  
10 phonological awareness, phonics, vocabulary, fluency, and  
11 comprehension shall be addressed in literacy-related activities  
12 leading to license renewal for elementary school teachers.

- 13 c. The State Board of Education, in consultation with local boards of  
14 education and the Board of Governors of The University of North  
15 Carolina, shall (i) reevaluate and enhance the requirements for  
16 renewal of teacher licenses and (ii) consider modifications in the  
17 license renewal achievement and to make it a mechanism for teachers  
18 to renew continually their knowledge and professional skills."

19 **SECTION 4.** This act is effective when it becomes law and applies beginning with  
20 the 2015-2016 school year.