

1 SB314
2 166371-1
3 By Senator Brewbaker
4 RFD: Education and Youth Affairs
5 First Read: 31-MAR-15

2
3
4
5
6
7
8 SYNOPSIS: This bill would define dyslexia and require
9 each public school district to identify students
10 with dyslexia and provide them with appropriate
11 educational services including dyslexia-specific
12 intervention.

13 Amendment 621 of the Constitution of Alabama
14 of 1901, now appearing as Section 111.05 of the
15 Official Recompilation of the Constitution of
16 Alabama of 1901, as amended, prohibits a general
17 law whose purpose or effect would be to require a
18 new or increased expenditure of local funds from
19 becoming effective with regard to a local
20 governmental entity, or a city or county board of
21 education, without enactment by a 2/3 vote unless:
22 it comes within one of a number of specified
23 exceptions; it is approved by the affected entity;
24 or the Legislature appropriates funds, or provides
25 a local source of revenue, to the entity for the
26 purpose.

1 The purpose or effect of this bill would be
2 to require a new or increased expenditure of local
3 funds within the meaning of the amendment.

4
5 A BILL
6 TO BE ENTITLED
7 AN ACT

8
9 Relating to students with dyslexia; to define
10 dyslexia and require each public school district to identify
11 students with dyslexia and provide them with appropriate
12 educational services including dyslexia-specific intervention;
13 and in connection therewith would have as its purpose or
14 effect the requirement of a new or increased expenditure of
15 local funds within the meaning of Amendment 621 of the
16 Constitution of Alabama of 1901, now appearing as Section
17 111.05 of the Official Recompilation of the Constitution of
18 Alabama of 1901, as amended.

19 BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:

20 Section 1. (a) The Legislature finds and declares
21 the following:

22 (1) Dyslexia is a lifelong learning difference found
23 in 10-20 percent of the population.

24 (2) The graduation rate for students with dyslexia
25 is considerably lower than the graduation rate of the general
26 education population despite the fact that students with
27 dyslexia have normal intelligence.

1 (3) More than half of all inmates in the United
2 States are illiterate and many of those have dyslexia.

3 (4) Further difficulties of students with dyslexia
4 are impairments in handwriting, written expression, rote math
5 calculations, speech, word retrieval, and processing speed.

6 (5) Schools have a history of limiting needed
7 interventions for students with dyslexia to only those
8 students who also have an established history of reading
9 failure and who therefore qualify under state and federal
10 regulations for special education services as students with
11 specific learning disabilities.

12 (6) Without early identification and
13 dyslexia-specific intervention, students with dyslexia are
14 likely to experience long-term, serious academic disabilities,
15 reduced self-esteem, increased emotional and social
16 difficulties, and are at significant risk of dropping out of
17 school.

18 (7) Early identification and appropriate
19 dyslexic-specific early intervention provided through general
20 education will significantly reduce the negative academic and
21 social impacts of dyslexia thereby equipping individuals with
22 dyslexia to be literate, productive Alabama citizens,
23 realizing their full potential, and contributing to the
24 economic well-being of Alabama.

25 (b) As used in this section, "dyslexia" means a
26 specific learning disability that is neurological in origin,
27 characterized by difficulties with accurate or fluent word

1 recognition and poor spelling and decoding abilities. These
2 difficulties typically result from a deficit in the
3 phonological component of language that is often unexpected in
4 relation to other cognitive abilities and the provision of
5 effective classroom instruction. Secondary consequences may
6 include problems in reading comprehension and reduced reading
7 experience that can impede growth of vocabulary and background
8 knowledge.

9 (c) Public k-12 schools shall identify students with
10 dyslexia and provide these students with appropriate
11 educational services within general education. These services
12 shall be provided by teachers who have been appropriately
13 prepared or trained to provide services.

14 (d) The State Board of Education shall promulgate
15 rules in accordance with the Administrative Procedure Act to
16 implement this section.

17 Section 2. This act shall become effective on the
18 first day of the third month following its passage and
19 approval by the Governor, or its otherwise becoming law.