
SENATE CONCURRENT RESOLUTION

REQUESTING THE BOARD OF EDUCATION AND DEPARTMENT OF EDUCATION TO
EVALUATE THE IMPLEMENTATION OF A PLAN TO PROMOTE GREATER
AWARENESS OF DYSLEXIA AND PROVIDE COMPREHENSIVE SUPPORT FOR
STUDENTS WITH DYSLEXIA AND OTHER LITERARY CHALLENGES.

1 WHEREAS, dyslexia is a learning disability that is
2 neurological in origin and is characterized by difficulties with
3 accurate or fluent word recognition, poor spelling, and decoding
4 abilities; and

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6 WHEREAS, these difficulties typically result from a deficit
7 in the phonological component of language that is often
8 unexpected in relation to other cognitive abilities and requires
9 the provision of effective classroom instruction; and

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11 WHEREAS, secondary consequences may include problems with
12 reading comprehension and reduced reading experience, which can
13 impede the growth of vocabulary and background knowledge; and

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15 WHEREAS, it is estimated that up to twenty percent of the
16 population as a whole in the United States has dyslexia or
17 another reading disability; and

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19 WHEREAS, on January 14, 2013, a working group created
20 pursuant to Senate Concurrent Resolution No. 110, Regular
21 Session of 2010, submitted to the Senate and House of
22 Representatives Committees on Education the *Comprehensive Plan*
23 *for Teaching Reading in Hawaii Schools*, which addresses dyslexia
24 awareness and literacy instruction as they relate to teacher
25 preparation programs, teacher licensure requirements,
26 professional development for educators, and reading programs in
27 public schools; and

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29 WHEREAS, the Department of Education continues to address
30 the concerns raised by the working group through implementation



1 of its dyslexia awareness efforts and a comprehensive student
2 support system embedded at every school; now therefore,

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4 BE IT RESOLVED by the Senate of the Twenty-seventh
5 Legislature of the State of Hawaii, Regular Session of 2013, the
6 House of Representatives concurring, that the Board of Education
7 and the Department of Education are requested to evaluate the
8 following items:

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- 10 (1) The promotion of awareness of dyslexia;
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- 12 (2) Professional development available to educators to
13 support students with dyslexia or other literacy
14 challenges;
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- 16 (3) Recommended staffing options and the funding required
17 to create licensed literary specialist positions
18 statewide who meet requirements to be established by
19 the Hawaii Teacher Standards Board and related
20 operational and professional development budgetary
21 needs;
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- 23 (4) Working with the University of Hawaii and Hawaii
24 Teacher Standards Board on the feasibility of
25 licensing requirements for literary specialists; and
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- 27 (5) Establishing targeted complex area resources to
28 strengthen comprehensive student support systems,
29 including data-based decision making; and
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31 BE IT FURTHER RESOLVED that the Department of Education
32 submit a written report to the Legislature no later than twenty
33 days prior to the convening of the Regular Session of 2014, on
34 the status of its efforts to provide comprehensive support
35 services for students with dyslexia and other literary
36 challenges; and

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38 BE IT FURTHER RESOLVED that the report include the number
39 of schools with licensed reading teachers, licensed reading
40 specialists, and licensed literary specialists, including the
41 number of individuals in each position by grade level and
42 subject matter; and

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1 BE IT FURTHER RESOLVED that the report include a discussion
2 of best practices and complex area-based support, as well as the
3 Department of Education's plans and capacity needs to replicate
4 its efforts to address dyslexia and literacy challenges
5 statewide; and

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7 BE IT FURTHER RESOLVED that certified copies of this
8 Concurrent Resolution be transmitted to the Chairperson of the
9 Board of Education, Superintendent of Education, President of
10 the University of Hawaii System, Chairperson of the University
11 of Hawaii Board of Regents, and Executive Director of the Hawaii
12 Teacher Standards Board.

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