



ND DYSLEXIA LAWS & REPORT REQUIREMENTS

December 15, 2025

Agenda

ND LAW

RESOURCES & SUPPORTS

DISTRICT REQUIREMENTS

REPORTING REQUIREMENTS

Resources

ND DPI Website

<https://www.nd.gov/dpi/education-programs/literacy/dyslexia>



NDDPI Dyslexia Webpage

What must North Dakota Schools Do about Dyslexia?



Dyslexia Information



Dyslexia Legislation



Dyslexia Screener



Specialist Trained in Dyslexia Credential & Funding Opportunity



School Guidance and Requirements for Dyslexia



ND Educator's Guide

QUESTIONS & ANSWERS

Interpretation of the law addressing common questions

Educator's Guide to North Dakota Dyslexia Law

In 2023, North Dakota passed a law with key requirements for schools to help children with reading difficulties. The law is North Dakota Century Code [NDCC 15.1-32-26](#), in which dyslexia is defined as a neurological (brain) difference that causes difficulties reading words, spelling, and decoding.

Reading is a code in which letters represent sounds. While learning to read, a brain is building processes to crack that code. **A brain with dyslexia does not build the pathways between sound and print with the same efficiency as a non-dyslexic brain.** Schools must have informed processes to help every child develop successful pathways to reading fluency.

This document explains what the law means for your school system.

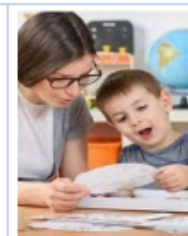
What must North Dakota schools do about Dyslexia?

Universal Dyslexia Screen

Q: How is a dyslexia screener different than a universal reading screener?

North Dakota public schools must screen all enrolled* students seven years of age and younger for dyslexia risk factors.

**Enrolled students means kindergarten and up.*



A screener is a brief test of skills designed to quickly recognize students who are having difficulty with skills typically in place at that age/grade.

Classroom teachers do not diagnose dyslexia. Trained professionals must do that.

A: Most professionals agree that dyslexia is primarily a word reading difficulty; the dyslexia screener's purpose is to identify difficulties with decoding (as opposed to vocabulary and comprehension).

Q: Can children be diagnosed with dyslexia through this screener?

A: No. The language may sound as if this is a one-time test that identifies whether a child has dyslexia. Still, a screener only signals that a child is having challenges with reading skills, which are known to indicate future reading success and are often present in individuals with dyslexia.

Q: What if a child is over seven and the parents or teacher are concerned that they may have dyslexia? Can they take the screener?

A: Yes. North Dakota schools must provide a screener when a parent or teacher requests. There are indications appropriate for each grade level.

Q: Should preschool children be screened?

A: Enrollment begins at kindergarten; therefore, preschool programs are not included in the requirement. However, preschool staff are encouraged to know and recognize early indicators of language and literacy delays and would benefit from implementing processes to identify these red flags.

International Dyslexia Association (IDA)

Dyslexia Definition

Updated October 2025

*"Dyslexia is a specific learning disability **characterized by difficulties in word reading and/or spelling that involve accuracy, speed, or both** and vary depending on the orthography. These difficulties occur along a continuum of severity and persist even with instruction that is effective for the individual's peers. The causes of dyslexia are complex and involve **combinations of genetic, neurobiological, and environmental influences** that interact throughout development. **Underlying difficulties with phonological and morphological processing** are common but not universal, and **early oral language weaknesses often foreshadow literacy challenges**. Secondary consequences include reading comprehension problems and reduced reading and writing experience that can impede growth in language, knowledge, written expression, and overall academic achievement. Psychological well-being and employment opportunities also may be affected. Although identification and targeted instruction are important at any age, language and literacy support before and during the early years of education is particularly effective."*

ND Dyslexia Law

15.1-32-26

Required Elements	Brief Interpretation. Each district must have and implement a plan to:
Subsection 3.a Universal Dyslexia Screener	Screen all enrolled students seven years of age and younger for dyslexia risk factors. Q: Does this include preschool? A: No. Enrollment begins at kindergarten.
Subsection 3.b Further Diagnostics	Perform additional reading skill evaluations for those students flagged with dyslexia risk factors to determine specific instructional needs.
Subsection 3.c Intervention Pathways	Develop a process to respond to student needs by matching specific reading skill deficits to appropriate intervention supports.
Subsection 3.d Intervention Services	Provide students with the appropriate reading instruction supports as determined by screening and further diagnostics.
Subsection 3.e Ongoing Evaluation through Assessment	Administer assessments to monitor student progress related to the reading intervention services they are receiving to adjust individual or system approaches to ensure student progress.
Subsection 3.f Professional Development	Identify staff members to receive professional development as it relates to their assignment. <i>See the "Dyslexia Professional Development Guidance" document.</i>
Subsection 4 Screener upon Request	Provide a dyslexia screener when requested. Districts should be prepared to provide an appropriate screener for the student's grade level for which the request is made.

Dyslexia screening

Universal Dyslexia Screen

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ND Approved Screeners

- Acadience
- aimswebPlus
- Amira
- FastBridge
- MAP Reading Fluency
- mClass Dibels 8th Edition
- Star CBM

Further Assess for Risk Factors

Further Diagnosis

North Dakota public schools must perform additional reading skill evaluations for those students showing dyslexia risk factors through screening.



When a child's scores on the screener alert to a possible reading challenge, school personnel review the scores in more detail, give another version of the test, or give the child additional tasks to fully understand the child's reading challenges.

Describe and Provide Interventions

Intervention Pathways

North Dakota public schools must describe the intervention services for the identified dyslexia risk factors.







An intervention is a lesson or series of lessons designed to target below-grade-level skills and improve them to grade level as quickly as possible.

Assessment Support

- ND Educational Hub Course: Using the Academic Tools Chart from the National Center for Intensive Intervention

National Center on
INTENSIVE INTERVENTION
at the American Institutes for Research®

Search    

About DBI ▾ Tools Charts ▾ Implementation & Intervention ▾ Training ▾ Special Topics ▾ Resource by Audience ▾ News & Events


Academic Screening Tools Chart

This tools chart has three tabs that include ratings on the technical rigor of the tools: (1) Classification Accuracy, (2) Technical Standards, and (3) Usability Features.






The presence of a particular tool on the chart does not constitute endorsement and should not be viewed as a recommendation. All tools that meet the criteria for review are posted on the chart, regardless of results. The chart represents all tools that were reviewed, not those that were "approved."

Last updated: January 2024. [Click here for a brief summary of the new and improved tools we've released.](#)

[View Chart Resources](#)

 [Print Current Chart View](#)

Legend

-  Convincing evidence
-  Partially convincing evidence
-  Unconvincing evidence
-  Data unavailable
-  Disaggregated data available

FILTER RESULTS




Subject

- ☒ Reading
- ☐ Mathematics

Grade

- ☐ Pre-K
- ☒ Elementary (K-5)
- ☐ Middle School (6-8)
- ☐ High School (9-12)

[Apply Filters](#) [Show Advanced Filters](#) [Clear Filters](#)

Compare Tools		Reset Chart		Classification Accuracy		Technical Standards		Usability Features	
All	Title	Area	Grade	Classification Accuracy Fall	Classification Accuracy Winter	Classification Accuracy Spring			
<input type="checkbox"/>	Acadience Reading K-6 (aka DIBELS Next)	Composite Score	Kindergarten						

Assessment Support



- Overview ▾
- Essential C
- Assessm
- Data-Bas
- Multi-Tier
- Infrastruc
- Fidelity a



ASSESSING
TO INFORM

Overview ▾

Overview

- review the purpose of benchmark screening and progress in your school system
- Access key group benchmark reports and distinguish what represent standards-based instructional choices
 - Practice using specific benchmark data for program evaluation

Multiple Assessments | Multiple Experts | No Cost to You!

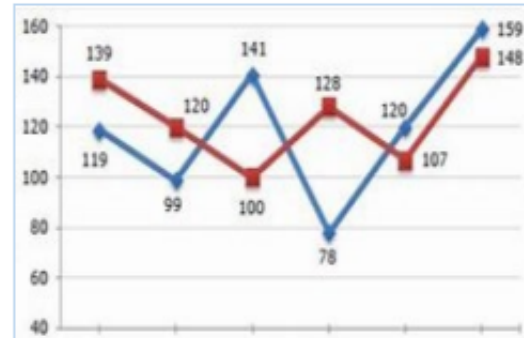
Participants should have their most current benchmark assessment information to access data in real-time. Gain hands-on experience at the student, classroom, school, district, and national levels. Learn how to use data to inform intervention, plan student groupings, etc. See how to use data to fac

- ④ [FASTBRIDGE](#)
- ④ [AIMSWEB](#)
- ④ [NWEA](#)
- ④ [RENAISSANCE STAR](#)

Progress Monitor

Ongoing Evaluation through Assessment

Schools must administer assessments to determine the effectiveness of the intervention services in improving children's reading and learning skills.



Schools must monitor student progress by testing at regular intervals and looking for signs and test indicators to determine whether students are or are not progressing.

Provide Professional Development

Professional Development

North Dakota public schools must provide professional development on dyslexia characteristics and interventions to appropriate kindergarten through grade three personnel of the school district and special education unit.



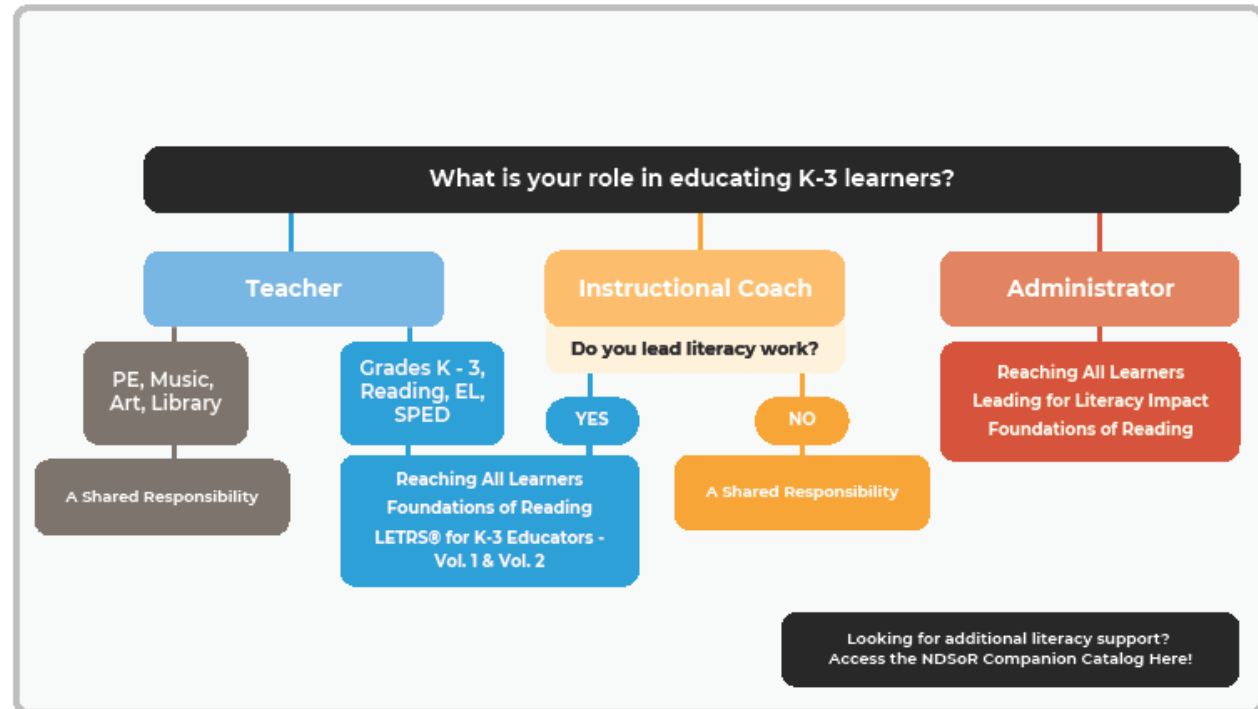
Schools must ensure that their building has educators who understand and can help students with dyslexia succeed.

Professional Development Support

- Things to consider:
- needs/fit
- time
- cost

Professional Development Decision-Making Flowchart: Guidance for Meeting ND Century Code 15.1-21-12.1

Offerings are listed in order from least to most intensive time commitment. Descriptions may be found on pgs. 2-4. NDCC 15.1-21-12.1 details and additional professional development resources [here](#).



Questions? Please contact your REA.

Can't find something? Check out NDSor resources from SEEC and CREA. These offerings are available through state resources. Individuals and teams are welcome to seek out other training opportunities as they see fit.

Updated 12-2025

ND Specialist Trained in Dyslexia Credential

- ND CC 15.1-02-16 Issuance of credentials to teachers and administrators.
- Administrative Code 67-11-25-04 Requirements for specialist trained in dyslexia credential.

Reporting

Fall MIS01

Reporting Fall MIS01

- The person submitting this report will indicate yes/no to the district's processes related to students with dyslexia characteristics.

Dyslexia Screening and Intervention (NDCC 15.1-32.26)
<p>1. Does the LEA provide a universal screening to all students age 7 and younger for Dyslexia including core components of phonetic awareness, decoding, and spelling?</p> <p><input type="radio"/> No</p> <p><input checked="" type="radio"/> Yes</p> <p>Last Year: Unknown</p> <p>Please identify the universal screening tool used:</p> <p>Other <input type="text"/></p> <p>Last Year: Unknown</p> <p>Other Universal Screening Tool(s):</p> <p><input type="text"/></p> <p>Last Year: Unknown</p>
<p>2. Does the LEA offer screening for dyslexia if requested by a parent, legal guardian, or teacher?</p> <p><input checked="" type="radio"/> No</p> <p><input type="radio"/> Yes</p> <p>Last Year: Unknown</p>
<p>3. Does the LEA have processes to evaluate dyslexia risk factors and provide student intervention services accordingly?</p> <p><input checked="" type="radio"/> No</p> <p><input type="radio"/> Yes</p> <p>Last Year: Unknown</p>

Reporting – Dyslexia Screener

Dyslexia Screening and Intervention (NDCC 15.1-32-26)

1. Does the LEA provide a universal screening to all students age 7 and younger for Dyslexia including core components of phonetic awareness, decoding, and spelling?

- ☐ No
☒ Yes

Please identify the universal screening tool used:

Other 

Other Universal Screening Tool(s):

Reporting – Dyslexia Screener

2. Does the LEA offer screening for dyslexia if requested by a parent, legal guardian, or teacher?

☒ No

☐ Yes

Reporting – Dyslexia Screener

3. Does the LEA have processes to evaluate dyslexia risk factors and provide student intervention services accordingly?

☒ No

☐ Yes



Questions?

Contact Us



Brenda Ehrmantraut

*Assistant Director of Academic
Support*

blehrmantraut@nd.gov

(701) 328-1809



Lea Kugel

*Specially Designed Services
Assistant Director*

lkugel@nd.gov

(701) 328-4561



Kerri Whipple

Director of Literacy

SEEC

Kerri.Whipple@k12.nd.us

(701) 997-2482