

Meghan Miller
4422 Nicollet Ave Apt 7
Minneapolis, MN 55419

March 13, 2025
Re: SF 1842

Dear Members of the State and Local Government Committee,

My name is Meghan Miller, and I am a Speech Language Pathologist and Director of Individualized Programs at Groves Learning Organization. I represent Groves as a member of the Dyslexia Coalition. I attended last week's senate education policy hearing to support SF1842. I'm writing to highlight the importance of this bill in addition to the READ Act implementation that is already underway.

It is important to clarify the difference between the 2 hours of Dyslexia professional development that we are supporting for all teachers renewing their licenses and the training in the science of reading teachers are participating in as part of the READ Act. The READ Act trainings are designed to provide teachers education and training in teaching literacy with fidelity that includes all important aspects of science of reading based instruction (phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension). This will drastically increase reading outcomes for many learners and will prevent children from being referred to special education due to a lack of sound instruction.

However, even with sound instruction, there will be students with learning disorders like Dyslexia who will need extra support. The 2 hours of Dyslexia professional development would focus less on reading instructional techniques for Dyslexic students and more on the warning signs for identifying Dyslexia, the comorbidities that can occur along with Dyslexia, and the accommodations that will be necessary for students with Dyslexia as they are working to improve their reading skills. Classroom teachers need to know what to look out for in order to make appropriate and timely referrals to special education teams for early intervention. They also need to understand the comorbid mental health and learning challenges like Anxiety, Depression and ADHD that often come along with Dyslexia. Finally, they need to understand how important accommodations will be for Dyslexic students in the classroom to facilitate them reaching their full potential without being required to participate in ways that aren't helpful for them (e.g. being asked to read aloud to the class).

Thank you for the work you've done and continue to do with the READ Act and for considering SF1842 to ensure that effective reading instruction is happening in classrooms, and we are supporting our learners who need more intensive support.



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