

# WITNESS INFORMATION FORM

Please complete the Witness Information Form before testifying:

Date: May 28, 2024

Name: Beth S. Jack

Are you representing: Yourself

Organization (If Applicable):

Position/Title: Certified Academic Language Therapist, Certified-Structured Literacy Dyslexia Specialist

Address:

City:

Best Contact Telephone: 330-671-4260 Email: bjack0360@gmail.com

Do you wish to be added to the committee notice email distribution list? Yes No

Business before the committee

Legislation (Bill/Resolution Number): H.B. 440

Specific Issue: Addition of recognized providers

Are you testifying as a: Proponent Opponent Interested Party

Will you have a written statement, visual aids, or other material to distribute? Yes No

(If yes, please send an electronic version of the documents, if possible, to the Chair's office prior to committee. You may also submit hard copies to the Chair's staff prior to committee.)

How much time will your testimony require? See attached

Beth S Jack  
Certified Academic Language Therapist  
Structured Literacy Dyslexia Specialist  
Proponent H.B. 440  
May 28, 2024

Ohio House Primary and Secondary Education Committee H.B. 440 Proponet Testimony

Chairman Manning, Vice Chair Fowler Arthur, Ranking Member Robinson, and House Primary and Secondary Education Committee members thank you for the opportunity to write to you in support of House Bill 440. My name is Beth Jack. I am a retired public school teacher with thirty-six years of service. I currently work as a certified academic language therapist and structured literacy dyslexia specialist in private practice. I provide reading therapy for students who are diagnosed with multiple learning impairments.

I am writing on behalf of students who have been diagnosed with multiple learning disorders such as dyslexia, dysgraphia, autism, and attention deficit disorder. My current students and their families have experienced failure in public and private schools in accessing appropriate targeted systematic instruction that neurocognitive science has documented could remediate their difficulties. Several parents have shared their experiences in finding and accessing these services for their children. It is heartbreaking. As a former public educator, I have witnessed these students' hardships in our public system. Their failure is evident in our test scores. I have also argued with public classroom teachers and administrators who claim that structured literacy is unnecessary and detrimental to student success. I helped author, in 2012, an ODE-funded grant investigating cost-effective solutions for language-impaired students. I experienced teachers and administrators who refused, through passive-aggressive behaviors, to implement the science of reading strategies. They claimed that "students with dyslexia didn't exist in their buildings." Due to these horrific experiences, I returned to graduate school once again. With a master's degree, thirty postgraduate credits, and thirty-four years of public teaching experience, I returned to graduate school to become a Certified Academic Language Therapist. This process required two additional years of coursework, seven hundred hours of supervised clinical teaching, and passage of a national exam. Other general education public school teachers joined me.

Jon Peterson and Autism Scholarship language covering the list of providers, like myself, does not include these credentials. On January 9, 2021, Governor Mike DeWine signed laws strengthening dyslexia support for Ohio's children. These supports include the requirement that public teachers working with dyslexic children complete professional development in a structured literacy certification process. This certification process is outlined in Ohio's Dyslexia Guidebook and overseen by Ohio's Dyslexia Committee.

I am writing to plead with you to amend the rules for the Jon Peterson Special Needs and Autism Scholarships as outlined in the proposed H.B. 440. This bill will ensure that our neediest

students, who have multiple diagnoses and have experienced educational hardships, receive appropriate services.

Diagnostic, prescriptive, intensive, and systematic instruction has been well documented as necessary for the education of this population. That is why I am a proponent of this bill and ask that you move to align it with the current legislation affecting children enrolled in Ohio's public schools.

I would be happy to answer any questions that the committee might have.