

Reading & Dyslexia Laws & Regulations: Summary of Legislation

Includes state legislative, regulatory, administrative and school district efforts to educate students with dyslexia in the United States. Also includes state literacy laws on reading (which includes dyslexia).

Type of legislation/regulation	Enacted Prior to 2015	2015 Enacted	2016 Enacted	2017 Enacted	2018 Enacted	2019	2020
Early screening/identification *Mandatory Universal Screening in K	AR, CO, IA, KS, LA, MS, NJ, TX, VA, WY	AL, CT, ME, MN, NV, OR	MO, NH, RI, TN	TX*	WA, IN, MA, SC	VA, MD, MT, AL, AZ	
In service professional development	AR, IA, IL, MS, NJ, NM, OH, OK, TN, WA	CT, IN, ME, MN, NV, OR, WA	MO, RI, SC, NH, VA	CT, VA, TX		OK, MT	
Higher education, teacher training/requirements/opportunities	AR, CO, CT, IA, *MA, NJ, OH, OK, OR, TN, TX, VA	CT, ORDER	CT, VA, IA, RI, NH	AR, CT, OK	VA, NE	MT	
Intervention requirements / Recommendations	AR, DE, LA, MS, NM, TX, WY	AL, CA, ME, MN, NV	RI, TN	FL**	WA, NE, IN, SC	MT	
Define Dyslexia	AR, IA, IL, KY, MO, MS, NJ, NM, OH, TN, TX, VA, WA, WV	AL, AZ, CA, CT, IN, ME, MN, NV, WV, UT, MT	MO, RI, SC, NH	NE, NC	WA	CO	
Accommodations, assistive technology, supports	LA, TX		MO				
Dyslexia Handbook / DOE Guidance / RtI Handbook	AR, KS, LA, MS, NM, SD, TX, WA	AL, CA, NV, MN, MT	NH, MD, VA, NE	OK, NY, NH, NJ	IN, UT		WI
Dyslexia Task Force & Reports / Commission / Advisory Council	AR, FL, HI, LA, NJ, NV, OH, OK, PA, SC, VA, IL	AL (<i>council dissolved by AL State Superintendent Dr. Mackey, Dec 2018</i>),	MD, MO, TN, UT (not through legislation but	OK	IA, WA, SC	VA, CT, MT, CO	

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		MD, NH, RI	state board of ed.)					
Pilot Programs & Reports	HI, IN, MS, OH*, PA, WA	MD, UT	MD	TX		UT,MT, CO		
Awareness	HI, NJ, PA, VA	LA, MS, VA	NH, VA	TX				
Student Transfers	MS							
Scholarships/Tax Credits / Teaching Credits for Dyslexia PD	MO, MS, FL***	AZ, MN						
Licensing Requirements	CT, TX	IN	CT, VA, IA	CT, IA, VA, AR, IL				
Entrance Exam Waivers for College	PA, MA							
Dyslexia Specialist / Coordinator	AR, MS, VA, TX	OR, CT, ME, MO,	NH	VA, MN	IN			
Funding	DE, MS, TX, VA	OR, UT, MN	NH	MN		TX, UT		
Dyslexia Exemption from 3rd Grade Retention Laws	OH	AZ						
Certification requirements in foundational reading	CT, MA, NC, NH, WI			AR		MD		
Reporting Requirements (#screened, provided intervention, #dyslexia, etc.)	MS, TX		TN	AR	IN, SC	MT		
Drop downs for SLD that includes dyslexia, dysgraphia and dyscalculia					MD			
Enacted Totals								
Total 2019 Enacted:						AR, CO, MD,		

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Total 2018 Enacted:				VA, IN, SC		
Total 2017 Enacted:	CT, TX, OK,		CT, VA, FL			
Total 2016 Enacted:	CT, IA, MD, MO, NH, RI, TN, SC, VA	CT, IA, MD, MO, NH, RI, TN, SC, VA				
Total 2015 Enacted:	AL, AZ, AR*, CA, CO, CT, IN, LA*, MD, ME, MN, MO, MS*, NH, NV, OK, OR, UT					
Total Enacted Dyslexia Leg/Reg:	AL, AZ, AR, CA, CO, CT, DE, HI, IA, IL, IN, KS, KY, LA, MA, MD, ME, MN, MO, MS, NH, NJ, NM, NV, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, WA, WV, WY					
*States With Comprehensive Dyslexia Laws:	AL, AR, CA, CT, LA, ME, MN, MS, NJ, NM, NV, OH, OR, TN, TX, WA	RI	VA			

*Massachusetts "laws" are specifically for phonemic awareness (etc) not "dyslexia" for pre service training, with one law for not requiring SAT/ACT for applicants with dyslexia.

*Connecticut pre-service is limited to "not fewer than 12 clock hours of instruction".

*AR, LA, MS: Arkansas 2015 legislation reduced efficacy; LA and MS bills were awareness only

*Comprehensive elements include: screening, definition, interventions, pre-service teacher preparation, in-service professional development, accommodations, or a dyslexia/literacy pilot. Comprehensive efforts include at least 3/6 elements through legislative or regulatory efforts.

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• Any K-3 student who exhibits a substantial deficiency in reading based on screening, diagnostic, progress monitoring, assessment data, statewide assessments or teacher observations must be provided intensive, explicit, systematic and multisensory reading interventions immediately following the identification of the reading deficiency.

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Establishes McKay Scholarship to provide funds toward private schooling for students with a 504 or IEP

[*LINK to Updated Youman/Mather State Report](#)

Additional State Legislative/Regulatory Resources

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Category	Author	Date Updated
State Dyslexia Handbooks	DDMD	Nov. 2019

State Dyslexia Policy: Legislative, Regulatory & Administrative Reform Efforts in the United States

State	Reference #	Year	Status	Type	Requirement
AL	Administrative Resolution, State BOE, Guidance Document	April 2015	Administrative Law	Defines Dyslexia Creates Dyslexia Advisory Council Guidance for Interventions, Screeners, Accommodations, Curricular Resources	<p>https://www.alsde.edu/sec/ari/Pages/dyslexia-all.aspx?navtext=Dyslexia Dyslexia Revisions to AL Administrative Code Guidebook on Dyslexia</p> <p>This is an administrative effort that came from a resolution from the State BOE NOW, THEREFORE, BE IT RESOLVED, That due to the significant educational implications that may result for students with dyslexia, the Alabama State Board of Education calls for revision of the Alabama Administrative Code to acknowledge and address dyslexia and subsequent services needed to ensure the success of affected students.</p> <p>The purpose of the Alabama Dyslexia Resource Guide is to provide guidance, useful information, and continually updated links to valuable resources to assist educators, administrators, and parents or guardians as they provide dyslexia-specific services and support for students in Alabama's public schools. The Alabama State Board of Education Dyslexia Resolution was unanimously adopted on April 8, 2015, and is included in the Resources portion of this guide.</p> <p>The Dyslexia Resolution defined dyslexia, recognized the significant educational implications that may result for students with dyslexia, called for the creation of a Dyslexia Advisory Council, and called for revision of the Alabama Administrative Code to acknowledge and address dyslexia and subsequent services needed to ensure the success of students with dyslexia. The Dyslexia Amendments to the Alabama Administrative Code were unanimously passed and adopted on October 8, 2015 by the State Board of Education and are included in the Resources portion of this guide. Implementation of these amendments within a tiered, instructional framework should result in improved educational outcomes for all students.</p>
AR	Act 1294 SB 33	2013	LAW	Screening Intervention Definition Dyslexia Guidebook	Provides early screening and intervention to ensure children with dyslexia have their needs met by the public school system includes higher ed component: Initial Screener: DIBELS,

				Teacher PD & Teacher Prep Effort (see university programs on right) Awareness	NOTE: Unfunded, no accountability, lack of fidelity in implementation Dyslexia Guidance Document Regulations University of Central Arkansas, MSE REading, Dyslexia Therapist Endorsement University of Arkansas, Online Dyslexia Therapist Endorsement Program AR DOE Dyslexia Page
AR	Act 1268 SB 788	2015	LAW	Amendment to Act 1294. Interventionist redefined Screening amended	Modifies the requirements concerning screening for dyslexia; clarifies the requirements for school districts to screen students for dyslexia; provides for tutors and paraprofessionals. NOTE: Amended: to redefine who can deliver tutoring and how the student is screened. The definition is not restrictive which could lead to the student languishing in Rtl without appropriate instruction. More district friendly. http://www.arkleg.state.ar.us/assembly/2015/2015R/Acts/Act1268.pdf
AR	Act 1063	2017	LAW	Elementary and Special Education Teachers, including Reading Specialists- Proficiency Pathway PD & Demonstration of Proficiency for Licensure	Beginning 2018-19, Required for all K-6 Core Content Teachers (ELA, Math, Science, Social Studies) and K-12 Special Education Teachers, Including Reading Specialists: a school district shall provide professional development in scientific reading instruction for teachers employed at the elementary level or in special education. Districts are required to provide professional development to educators in one (1) of the prescribed pathways to obtain a proficiency credential . There are over 18 Pathways available to educators through the various educational service cooperatives, institutions of higher education, and private vendors. All pathways may be found on RISEArkansas.org. Each Proficiency Pathway has two phases that must be successfully completed: <ul style="list-style-type: none"> ● Phase I- Acquiring Knowledge ● Phase II- Demonstration of Proficiency All other teachers, <i>Required for all non-core elementary teachers (art, music, PE, etc), all grade 7-12 teachers, librarians, CTE, counselors, etc.:</i> Beginning 2018-19 , a school district shall provide for all other educators professional development for one (1) of the prescribed pathways to obtaining awareness credential in knowledge and practices in scientific reading instruction. Arkansas IDEAS - Science of Reading Learning Path

					<p>This pathway may be completed by individuals or facilitated by a school district within a blended learning environment. Facilitator guides are provided on the Arkansas IDEAS portal for districts that choose a blended approach. It is not recommended to watch or facilitate more than 2-3 courses in a single day of professional development.</p> <p>Currently 9 digital learning courses have been released:</p> <ol style="list-style-type: none"> 1. Right to Read Act 2. Science of Reading Overview 3. The Reading Brain 4. Essential Elements 5. Phonology 6. Critical Foundational Skills-Decoding 7. Critical Foundation Skills-Encoding 8. Permanent Word Storage 9. Vocabulary <p>The entire Learning Path must be completed to obtain the awareness credential.</p> <p>Currently 15 courses are scheduled for the completion of the path. Other awareness pathways may be found on RISEArkansas.org.</p> <p>By the beginning of the 2021-2022 school year: All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate proficiency in knowledge and practices of scientific reading instruction. All other teachers shall demonstrate awareness in knowledge and practices of the scientific reading instruction.</p> <p>An educator license that expires December 31, 2021 and thereafter will not be renewed if the educator has not met the awareness requirement for the Science of Reading. Applicants are responsible to provide documentation of awareness of best practices in the scientific instruction of reading unless previously documented. Educators described above who have not met proficiency requirements for employment by the 21-22 school year, will have one year to complete the requirement. The educator and district will be responsible to provide documentation to show that the educator is working towards the credential during the one year period.</p>
AR	Act 540	2019	LAW	Science of Reading, Teacher Licensure and Certification in Foundational Reading	<p>An Act Concerning The Requirements For Obtaining A Teaching License; To Amend Provisions Regarding The Assessments A Person Must Pass In Order To Obtain A Teaching License; And For Other Purposes</p> <p>EDUCATOR AND COLLEGE PREP PROGRAMS:</p>

				<p>AR has a number of bills that impact reading and dyslexia. See this LINK for a compendium of legislation (Reading Legislation guidance) and links to the original bill language.</p>	<p>K-6 or special education teachers (K-12) who started their education preparation program in the fall of 2017 and thereafter must pass the approved stand-alone reading assessment. (Foundations of Reading for Arkansas)</p> <p>Depending on preparation program there may be a gap between curriculum alignment and the assessment requirements for current graduates Candidates who complete a program of study approved as aligned to 2019 competencies, and Pass the Foundations of Reading for Arkansas are considered proficient. <u>Graduates prior to May 2021 will need to complete a proficiency pathway Phase I</u> as a condition of employment unless they complete a program considered an early adopter. All graduates in May 2021 and thereafter will meet the proficiency requirement.</p> <p>By May 1 annually a school shall submit a school-level improvement plan to the school district. NEW- A literacy plan shall be included in the school level improvement plan and shall include without limitation a curriculum program and professional development aligned to the school’s literacy needs and based on the science of reading. By August 1 annually the school-level improvement plan shall be posted on the district website.</p>
AR	Act 83 SB 153	2019	LAW	<p>Science of Reading</p> <p>Right to Read</p> <p>Requires literacy plans for each school level improvement plan</p> <p>ADOE will create an Approved list of curriculum programs that are supported by the SOR</p>	<p>By 2019-2020 school year and annually thereafter, school districts shall establish a professional development program that shall include instruction based on the science of reading and be aligned to the literacy needs of the district.</p> <p>Beginning with the 2020-2021 school year, a school that does not provide the professional development shall be placed on accreditation probation and provide notice to parents that the district has not met the requirements.</p> <p>By 2020-2021 school year, the Department shall identify and create an approved list of materials, resources, and curriculum programs for school districts that are supported by the science of reading and based on instruction that is explicit, systematic, cumulative, and diagnostic, including dyslexia programs, evidence-based reading intervention programs, etc. The anticipated list will be released in the Spring of 2020.</p>

					Other components: An Act Concerning School-level Improvement Plans And The Right To Read Act; To Require That A Public School Include In Its Annual School-level Improvement Plan A Literacy Plan; To Require That The Curriculum, Professional Development, And Graduate Studies Recommendations For A Public School District And Open-enrollment Public Charter School Be In Accordance With The Science Of Reading; To Require That The Department Of Education Create An Approved List Of Curriculum Programs That Are Supported By The Science Of Reading; And For Other Purposes.
AR	Act 1082 SB 603	2019	LAW	To Require The Department Of Education To Provide Certain Levels Of Support To Certain Public School Districts Based On Reading Scores; And To Amend The Purposes On Which National School Lunch State Categorical Funds May Be Spent.	<p>Level 3 Coordinated Support: 40-49% or more of students in the <u>district</u> scored In Need of Support on ACT Aspire Summative for Reading. Support <u>offered</u> by DESE, education service cooperatives, and other education partners. District must develop a literacy plan as part of the district’s support plan. DESE will contact districts that must submit plans to the state. The DESE must approve district support plan (template is available on Indistar as a resource). Districts required to submit plans to the state will have to include ESA (NSL) funds.</p> <p>Level 4 Directed Support: 50% or more of students in the <u>district</u> scored In Need of Support on ACT Aspire Summative for Reading. Support directed by DESE with support from education service cooperatives and other education partners. District must develop a literacy plan as part of the district’s support plan. DESE will contact districts that must submit plans to the state. DESE must approve district support plan (template is available on Indistar as a resource). Districts required to submit plans to the state will have to include ESA (NSL) funds.</p>
AZ	SB 1461 AZ Literacy Coalition	2015	LAW	Retention Exemption PD Credits	Defines dyslexia; provides exemption to third grade reading/retention law for students identified with dyslexia; enables teachers to receive credit for professional development hours spent learning about dyslexia
CA	56333-56338 CA Education Statutes		LAW	Intervention	If student does not qualify for SLD, receives intervention in the classroom for dyslexia.
CA	56240-56245		LAW	Training / Education	Encourages teacher education
CA	44227.7		LAW	Higher Education	Higher education is encouraged to provide teacher training for dyslexia and related disorders

CA	52853		LAW	Intervention Training	Schools to develop programs for training in dyslexia intervention
CA	Assembly Bill 1369	2015	LAW	Screening/Identification Provide Educational Services (interventions) Develop Program Guidelines Definition: Phonological Processing included in definition of SLD in state code	<p>The bill requires the Superintendent of Public Instruction to develop, and to complete in time for use no later than the beginning of the 2017-18 academic year, program guidelines for dyslexia to be used to assist regular education teachers, special education teachers, and parents to identify and assess pupils with dyslexia, and to plan, provide, evaluate and improve educational services, as defined to pupils with dyslexia.</p> <p>The bill would require the Superintendent to disseminate the program guidelines through the State Department of Education's Internet Website and to provide technical assistance regarding their use and implementation to specified persons.</p> <p>(2) Existing regulations adopted by the State Board of Education include specific basic psychological processes in the definition of "specific learning disability."</p> <p>This bill would require the state board to include "phonological processing" in that description of basic psychological processes.</p>
CO	08-1223 Text	2008	LAW	Teacher Training based on MTSS Coordinate w/ Higher Ed Annual Report	<p>Requires the Department of Education to make available to school districts, administrative units, and local education agencies technical assistance and training pertaining to students with literacy challenges, including dyslexia, and to base the training on a tiered continuum of intensity for intervention; encourages the department to coordinate the training with current best practices and teacher preparation at state higher education; requires an annual report.</p> <p>Colorado Revised Statutes 22-2-133: Assessment and identification of students with literacy challenges including dyslexia - training and technical assistance - collaboration with higher education - report.</p> <p>DOE FAST Facts on dyslexia</p>
CO	22-2-133 SB 245 (SB 08-212 Summary) -- related	2011	LAW	Screen/ID Teacher Training School Training Definition of Literacy Challenge (dyslexia)	<p>Assessment and identification of students with literacy challenges including dyslexia - training and technical assistance - collaboration with higher education</p> <p>"Literacy challenge" means a situation where a student is experiencing difficulty in reading in phonemic awareness, phonics, vocabulary, fluency, or comprehension.</p>

CO	12-1238 Colorado Read Act	2012	LAW	K-3 literacy development interventions	<p>Colorado Read Act Read Act Resource Bank of Approved Assessments Colorado Literacy Index</p> <p>The Colorado Reading to Ensure Academic Development Act (the READ Act), passed by the Colorado Legislature in 2012, focuses on early literacy development for all students and especially for students at risk for not achieving third grade reading proficiency. The READ Act focuses on kindergarten through third grade (K-3) literacy development, literacy assessment and individual READ plans for students identified with a significant reading deficiency.</p>
CO	19-1134	2019	LAW	Dyslexia Working Group & Dyslexia Pilot Program	Establishes a dyslexia working group to come up with legislative and other recommendations and produces an annual report; the 2 year dyslexia pilot program will look at using the existing READ Act framework to screen for dyslexia and provide evidence based interventions.
CT	SB1067 Special Act 19-8	2019	Special Act	An Act Establishing A Task Force To Analyze The Implementation Of Laws Governing Dyslexia Instruction And Training.	There is established a task force to analyze and make recommendations on issues relating to the implementation of the laws governing dyslexia instruction and training in the state.
CT	SLD/Dyslexia Websites & Information	2014-2017			<p>Specific Learning Disabilities, Dyslexia http://www.sde.ct.gov/sde/lib/sde/pdf/deps/special/sld_dyslexia_lob_for_um_102416.pdf SERC SLD/Dyslexia Webpage: http://www.ctserc.org/index.php/dyslexia CT SDE Webpage: http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=335500</p>
CT	HB 7254	2017	LAW Effective: July 1, 2018	Required program of study in the diagnosis and remediation of reading and language arts with supervised practicum in detection and recognition of, and evidence based structured literacy.	On and after July 1, 2018, any (A) certified employee applying for a comprehensive special education or integrated early childhood and special education endorsement, or (B) applicant for an initial, provisional or professional educator certificate and a comprehensive special education or integrated early childhood and special education endorsement shall have completed a program of study in the diagnosis and remediation of reading and language arts that includes supervised practicum hours and instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 10-3d.
CT	SB 953	2017	LAW Effective: July 1, 2017	In-Service Professional Development on Dyslexia.	Task Force recommendations attempted to remove in-service training on Dyslexia, however, DDCT successfully advocated to keep Dyslexia in-service training as a requirement for local and regional school districts.!

					<p>“Each local or regional board of education shall provide an inservice training program for its teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate. Such program shall provide such teachers, administrators and pupil personnel with information on” . . . “the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, as defined in section 10-3d”</p>
CT	SB 317	2016	LAW Effective: July 1, 2017	<p>Required program of study in the diagnosis and remediation of reading and language arts with supervised practicum in detection and recognition of, and evidence based structured literacy.</p>	<p>This bill establishes additional requirements for applicants seeking a teacher certification endorsement as a remedial reading, remedial language arts, or reading consultant.</p> <p>Beginning July 1, 2017, it requires that they complete a reading and language diagnosis and remediation program that includes supervised practicum hours and instruction in the detection of, and evidence-based structured literacy interventions for, students with dyslexia. This requirement applies to initial applicants for any of the three levels of teacher certification (initial, provisional, or professional) as well as certified teachers seeking the endorsement of a remedial reading, remedial language arts or reading consultant.</p> <p>The diagnosis and remediation program is in addition to the existing requirement that applicants achieve a satisfactory score on the State Board of Education (SBE)-approved reading instruction exam or a comparable reading instruction exam with minimum standards equivalent to the SBE-approved exam. (The bill makes both the existing exam requirement and the new program requirement effective July 1, 2017, which has the effect of removing the existing requirement for one year.)</p> <p>Under the bill, dyslexia has the same meaning found in the State Department of Education's guidance manual for individualized education programs (IEP) under special education law (<i>IEP Manual and Forms</i>, revised January 2015). The manual defines dyslexia as a type of learning disability that affects reading, specifically spelling, decoding words, and fluent word recognition. It states that dyslexia (1) is neurobiological and often inconsistent with a student's other abilities and (2) results from a significant deficit in phonological processing (i.e., difficulty manipulating individual sounds of spoken language).</p> <p>*<u>Senate Amendment “A”</u> (1) changes the additional requirement from a reading and language diagnosis and remediation course to a program with the same requirements and (2) the makes the new program requirement effective on and after July 1, 2017 rather than July 1, 2016.</p>

					<p>https://www.cga.ct.gov/asp/CGABillStatus/cgabillstatus.asp?selBillType=Bill&bill_num=SB317</p> <p>Reading at All Costs: Building on Reform: https://ctcwcs.files.wordpress.com/2016/06/3_years_of_reading_reform.pdf</p> <p>Training Webinars: http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&Q=336178 VIDEO discussion of HB 317: training and certification http://ct-n.com/ctnplayer.asp?odID=12821&jump=4%3A07%3A05</p>
CT	Public Act 15-97 SB 1054	2015	LAW	<p>Pre-Service teacher preparation; In-service Dyslexia Professional Development; designates someone at SDE to be Dyslexia contact, and CT SDE to develop or approve reading assessment/universal screener(s) which includes Dyslexia.</p> <p>Includes Reporting on the CDE website for in-service teacher preparation.</p> <p>http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&Q=336178</p>	<p>To define dyslexia as set forth in CT SDE IEP Manual & Forms, requires an employee of the Department of Education to be responsible for providing information and assistance to the public relating to dyslexia, enhances pre-service teacher preparation courses relating to dyslexia by adding “not fewer than 12 clock hours” and includes dyslexia instruction as part of the in-service training for educators; and directs CT SDE to develop or approve reading assessment/universal screener(s) which includes Dyslexia for use by all CT school districts.</p> <p>Bill Analysis</p>
CT	Public Act 14-39 Sec. 1&2 (HB 5562, SB 120)	2014	LAW	<p>Add “SLD/Dyslexia” to IEP form & Pre-Service General Education Teacher Preparation (amended by PA 15-97)</p>	<p>Amends the IEP form to include SLD/dyslexia as a primary disability and adds dyslexia detection, recognition and evidenced based interventions to programming for new teacher preparation leading to certification.</p> <p>(f) On and after July 1, 2006, any program of teacher preparation leading to professional certification shall include, as part of the curriculum, instruction in literacy skills and processes that reflects current research and best practices in the field of literacy training. Such instruction shall (1) be incorporated into requirements of student major and concentration, and (2) on and after July 1,</p>

					<p>2015, include the detection and recognition of, and evidence-based interventions for, students with dyslexia.</p> <p>IEP Manual: http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/IEPManual.pdf</p> <p>CT Report: A Master Plan to Alleviate the Achievement Gap in CT 2/28/14: https://ctcwcs.files.wordpress.com/2016/06/agtf-report1.pdf</p>
CT	<p>Section 13 of Public Act 13-245</p> <p>Effective 2014-2015 SY</p>	2008	LAW -- State BOE	<p>Foundations of Reading Certification for Teachers</p> <p>Foundations of Reading Survey (to determine existing knowledge & create PD to fill in knowledge gaps)</p>	<p>Foundations of Reading Practice Test Test Objectives Foundations of Reading, Quizlet Flashcards</p> <p>Foundations of Reading TEST: Required for: Elementary Ed (K-6), Integrated early childhood/special ed nursery (K and ES 1-3), Comprehensive Special Education, Remedial Reading and Remedial Language Arts, Reading and Language Arts Consultant, first-time endorsement, cross endorsement or reissuance of lapsed certificate.</p> <p>Foundations of Reading SURVEY: meant to identify strengths and weakness in reading instruction practices and knowledge; to improve reading instruction by developing student learning objectives and teacher practice goals that will be included in professional development.</p>
DE	SB 229	2014	LAW	<p>Intervention Funding \$500,000</p>	<p>(e) With respect to any child with a disability who is not beginning to read by age seven, each IEP prepared for such student until that student is beginning to read shall (a) enumerate the specific, evidence-based interventions that are being provided to that student to address the student's inability to read, and (b) provide for evidence-based interventions through extended year services during the summer absent a specific explanation in the IEP as to why such services are inappropriate.</p> <p>Section 3. It is the intention of the General Assembly that \$500,000 of the funds appropriated by Section 189 of House Bill 200 of this General Assembly shall, if such funds are reappropriated by a subsequent General Assembly, be specifically designated beginning July 1, 2015 for the annual provision of regional evidence-based summer reading instruction for students who are not beginning to read by age seven.</p>

FL	SB 472	2016	DEAD	Defines Dyslexia Pilots: Model after Duval County GRASP Dyslexia	Department of Education to establish the Dyslexia. 5. Choice Academy Pilot Project; requiring the department. 6 to consult with the Duval County School Board
FL	1007.02 , 1003.438 , 1002.39 , 1004.935,411 .226 , 1003.01	2009	LAW	Reference to Dyslexia in education code	<i>“Students with disabilities; definition.—For the purposes of this chapter, the term “student with a disability” means a student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia”</i>
FL	Reading First Florida Assessments for Instruction in Reading		LAW	State DOE resources on dyslexia and literacy/reading	Florida Assessments for Instruction in Reading The Florida Department of Education has made new Florida Assessments for Instruction in Reading available to K- 12 public schools free of charge. Developed by the Florida Center for Reading Research in collaboration with Just Read, Florida!, this new assessment system provides teachers screening, diagnostic, and progress monitoring information that is essential to guiding instruction. Progress Monitoring What is Dyslexia & Resources for Dyslexia (FDOE)
FL	HB 1149 and SB 1466	2015	DEAD	Definition Notice & Due Process IEP Team Development Excess Hours Surcharge Exemption	http://www.flsenate.gov/Session/Bill/2015/1149/ByVersion Exceptional Student Education; Defines "dyslexia"; provides that parents of students with learning disabilities are entitled to same notice & due process as parents of students with other disabilities; provides for development of IEP team &, if appropriate, an IEP; exempts certain students from excess hour surcharge for college credit hours exceeding baccalaureate degree program requirements.
FL	HB 7069	2017	LAW	“Substantial reading deficiency” Teacher Prep Core curriculum	K-3 & retained 3rd graders must receive explicit, systematic, multisensory intensive literacy intervention as soon as a substantial reading deficiency is identified by a district and the students must be covered by a federally required student plan and/or progress monitoring plan. State approved initial teacher prep programs must include explicit, systematic, sequential approach to the 5 components of reading instruction, plus multisensory intervention strategies.

				Reading endorsement	By 7/1/21, core instruction must incorporate explicit, systematic, sequential approaches to the 5 components of reading instruction and decodable or phonetic text instructional strategies. Providers of k-6 reading intervention must be reading endorsed by 7/1/20. DOE must also consider endorsement of an individual who holds a certificate issued by an internationally recognized organization that establishes standards for providing evidence based intervention to struggling readers or who completes a post secondary program that is approved by such organization, either must include clinical experience. This option is currently undergoing new rule guideline consideration.
GA	SB 69 – ABV Initiative	2001	DEAD	Screen/ID	Determine risk for dyslexia in K-2
GA	SB48	2019	LAW	Screening Definitions Handbook Other Guidance	A BILL to be entitled an Act to amend Title 20 of the O.C.G.A., relating to education, so as to provide for identification of and support for students in pre-kindergarten through second grade with dyslexia; to provide for definitions; to require the Department of Education to make a dyslexia informational handbook available to local school systems; to provide for related matters; to repeal conflicting laws; and for other purposes.
HI	SCR 120 SD 2	2013	LAW	Task Force	Task Force Legislative Report
HI	SB 2217 Testimony Text	2010	DEAD	Awareness Screen/ID Intervention Progress Monitoring Training	Promotes awareness of dyslexia, assessment and identification, remedial curriculum, progress monitoring, interventions and training
HI	SCR 110-HCR 129 Text Testimony Testimony 2	2010	LAW	Working Group: awareness and support	Working group to develop comprehensive plan to improve awareness of and strengthen support for person with dyslexia § Link to full plan
IA	SF 2360	2018	LAW	Dyslexia Task Force	Creates a dyslexia task force of specific stakeholders to study the issue of dyslexia in Iowa and make recommendations to help Iowa kids. Task force report is due to Iowa legislature November 2019.

IA	SF 2196	2016	LAW	Teacher Prep/Higher Ed	Modifies what the law says teacher prep programs must teach about. States preparation shall address all students, including students with dyslexia, whether or not such students have been identified as children requiring special education.
IA	Code 279.68 (Sec.2, Section 279.68, subsection2, paragraph d, subparagraph(3), subparagraph division(a), Code2014) SF 2319 Ch. 1077 Lobbyist Declaration Fiscal Note Video	2014	LAW	Definition Training Intervention	Defines dyslexia and provides professional development instruction relating to reading disabilities for school personnel to be provided by the department. (This has not yet received funding.) A prior statute known as the Early Literacy Law addresses universal screening. In that law there is early screening of reading by the FAST assessment, but dyslexia is not specifically named. Early Literacy Guidance, Dyslexia Checklist Iowa DOE Official Guidance to Implement Section 279.68 A System Response: Iowa Education Area Agencies & Dyslexia Early Literacy Implementation: Iowa Grants Access Instructions Iowa Achievement Gaps Legislative Report Universal Screening Parent Letter Templates Guidance to Statute Changes, 2014, Iowa DOE, p. 7
IA	HF 2138	2016	DEAD	Dyslexia Specialist	Creates a Dyslexia Specialist position in each AEA, requires certain credentials for the specialist.
IA	HF 2289	2016	DEAD	Teacher Prep/Higher Ed	Modifies what the law says teacher prep programs must teach about. Adds a 3 credit hour class on reading disabilities, including dyslexia, and reading interventions that are systematic, structured, multisensory, explicit and sequential. Changes the definition of dyslexia to match the IDA definition.
IA	HF 325	2015	DEAD	Teacher Licensing Professional Dev./Dyslexia	Requires all teachers seeking initial licensure or license renewal to have professional development on dyslexia.
IA	HF 326	2015	DEAD	Dyslexia Specialist	Creates a Dyslexia Specialist position in each AEA
IL	HB 4084		Dead – Sine die	Pilot, Screen/ID	Amends the School Code. Requires the State Board of Education to establish a pilot project to provide early screening and intervention services for children with risk factors for dyslexia, subject to appropriation. Requires the State Superintendent of Education to select 3 school districts to participate in the

					pilot project. Sets forth provisions concerning district qualifications and requirements, the duration and goal of the pilot project, consultation, reporting, and rules. Beginning with the 2012-2013 school year, allows teachers institutes to include instruction on the indicators of dyslexia, which instruction must be provided by a dyslexia specialist.
IL	PL 98-075 Amended HB 3700 (original) :	2014	LAW	Definition Professional Development	Replaces everything after the enacting clause. Amends the School Code. Requires the State Board of Education to adopt rules that incorporate an international definition of dyslexia into the special education provisions of the Illinois Administrative Code. Subject to specific State appropriation or the availability of private donations, requires the State Board to establish an advisory group to develop a training module or training modules to provide education and professional development to teachers, school administrators, and other education professionals regarding multi-sensory, systematic, and sequential instruction in reading. Provides that the advisory group shall complete its work before July 31, 2015 and is abolished on July 31, 2015. Effective immediately.
IL	SB 918	2017	Postponed		Reading specialist. The school board of each school district that maintains one or more elementary schools may employ one full-time reading specialist in each of those schools. The reading specialist shall have training in the identification of and the appropriate interventions, accommodations, and teaching techniques for students with dyslexia or a related disorder and shall serve as an advisor on dyslexia and related disorders. The reading specialist shall have an understanding of the definition of dyslexia and a working knowledge of techniques to help a student on the continuum of skills with dyslexia; (ii) dyslexia characteristics that may manifest at different ages and grade levels; (iii) the basic foundation of the keys to reading, including multisensory, explicit, systematic, and structured reading instruction; and (iv) appropriate interventions, accommodations, and assistive technology supports for students with dyslexia.
IL		2017	Administrative Rule		Establishing task force to rewrite Reading Endorsement Rules
IN	H.B.1108 SB304 DD Testimony Bill Language	2015	LAW	Definition Teacher Licensing Guidelines for Teacher Training Programs	Defines "dyslexia" for purposes of teacher licensing. Requires an individual who seeks to receive an initial practitioner's license as an elementary school teacher to demonstrate proficiency in the recognition of specific learning disabilities related to reading, including dyslexia. Provides that if an education service center offers inservice training or other teacher training programs, the education service center may offer courses for teachers on dyslexia screening and appropriate interventions including structured literacy.

IN		2015	Administrative Rule		Defines reading instruction to include phonics and phonemic awareness, fluency, vocabulary, comprehension, interventions that are direct, explicit and multi-sensory.
IN	PILOTs	Ongoing		5 schools in Bartholomew County; Schools in Indianapolis	<p>Pilot Program—5 schools: Bartholomew Consolidated School Corporation (BCSC), with support from R.E.A.D.S., the M.A. Rooney Foundation, Heritage Fund – The Community Foundation of Bartholomew County, the PNC Foundation, and representatives of Cummins Inc. (NYSE: CMI), today announced an expansion of “Read by 3 Columbus” following impressive results in the program’s first year. Read by 3 Columbus is modeled after a pilot launched in the 2011-2012 school year in five of the Indianapolis Public Schools (IPS) by the M.A. Rooney Foundation. It consists of systematic and explicit, multi-sensory teaching for phonics instruction. The teaching methodology is based on extensive research and has shown tremendous success in the IPS schools marooneyfoundation.org, Columbus READS</p> <p>2012-2012: Indianapolis Pilot Programs: 2011-2012 school year in five Indianapolis Public Schools (IPS) by the M.A. Rooney Foundation, Teacher Manual, Multi-Sensory Reading</p>
IN	SEA 217 https://www.doe.in.gov/sites/default/files/literacy/sb021705_enrh.pdf	2018	LAW	Screen Teacher Training DOE dyslexia specialist	
IN	Indiana House Act 1629	2019	LAW	Determining accommodations for state test Training for ALJs	Assessing Reading Comprehension: A Report for the Indiana State Board of Education
KS	SB 75 Fiscal Note	2011	DEAD	Screen/ID Intervention Teacher Education	SB 75 would require the Kansas Board of Education to ensure that students enrolled in public schools are screened and tested to identify those with reading disabilities, including dyslexia. The Board would be required to review partnerships with early childhood providers to see that reading diagnostic assessments used in pre-K, kindergarten, and grades one and two would ensure that reading disabilities are identified and analyzed. The Board would also review teacher preparation courses to ensure knowledge of the best practices of instructions is used to instruct children with disabilities, including dyslexia. The Board would be required to submit a report to the Legislature on

					or before January 14, 2012, on the activities used to implement provisions of the bill.
KS	SB 44 Fiscal Note	2014	DEAD	Intervention Identification	School districts; requirements for identification of and provision of services to students with dyslexia.
KS	HCR 5015 Supplemental Note	2008	LAW	Screen/ID Training	Early screening; review level and pace of implementation of best practices of instruction; review teacher preparation courses; submit a progress report by Dec. 31, 2009.
KS	SB 410 Fiscal Note	2012	DEAD	Teacher Training	Schools to implement best practices of instruction for students with dyslexia
KS	KAR 91-40-1		DOE information & resources	MTSS & Dyslexia SLD/Dyslexia Eligibility	KDOE Q&A on LD & Dyslexia DOE Resources
KS	House Resolution 6021	2007-08	LAW	Screening Teacher Prep Instructional Programs	HR 6021: Dyslexia, Kansas board of education to study dyslexia. Not clear if there are any reports available... Representative Rhoades gave a report to Committee members on the House Education Sub-Committee on Dyslexia. Representative Rhoades also informed Committee members of the language proposed by the Kansas Department of Education for the Resolution. (Attachment #5 and #6) HR 6021 urges the State Board of Education to focus more specifically on the reading needs of children with dyslexia. The Resolution addresses early screening, diagnostic assessments, teacher preparation, and instructional programs for students with dyslexia.
KY	HB 69 Acts Ch. 45	2012	LAW	Define RTI Report Intervention Training	Create a new section of KRS Chapter 158 to define "aphasia," "dyscalculia," "dyslexia," "phonemic awareness," and "scientifically based research"; require the Kentucky Board of Education to promulgate administrative regulations for district-wide reporting on the use of K-3 response-to-intervention implementation in reading by August 1, 2013, in mathematics by August 1, 2014, and behavior by August 1, 2015; require the Department of Education to make available technical assistance, training, and a Web-based resource to assist all local school districts in the implementation of the system and instructional tools based on scientifically based research; require the department to collaborate with other state agencies and organizations; require conformity with 20 U.S.C. sec. 1414(a)(1)(E) for initial evaluations of students

					<p>with suspected disabilities; require the department to report to the Interim Joint Committee on Education on implementation by November 30, 2013, and annually thereafter; amend KRS 157.200 to conform with the federal definition of a "specific learning disability."</p> <p>Section 158.305: http://idakentucky.org/wp-content/uploads/2013/09/Setting-the-Record-Straight-Dyslexia-and-The-Law.pdf Elementary Literacy Plan Details</p>
KY	Read to Achieve	2005	LAW	<p>Early intervention for reading Uses evidence based interventions Grant Money for implementation Shows results/need more money</p>	<p>Read to Achieve Literacy Programs in KY 2013-2014 Report</p> <p>Read to Achieve (RTA) was established in 2005 by the Kentucky General Assembly to ensure students' reading proficiency by the end of the primary grades. The RTA fund imparts renewable, two-year grants to schools primarily to hire a "highly-trained" intervention teacher who provides intensive instruction to students who struggle with reading. In 2013-2014, RTA grants were awarded to 321 elementary schools in Kentucky. Each school received approximately \$48,500 to implement RTA.</p>
LA	R.S. 17:7(11) : Handbook: Part XXXV.		LAW	<p>Early Screen/assessment Intervention Pilot Definition Tuition Rebate Accommodations</p>	<p>Identification and services within the regular education program for students demonstrating characteristics of dyslexia; assessment, interventions and accommodations.</p> <p>Regulations and Guidelines for implementation of the LA Law for the education of Dyslexic Students</p>
LA	SCR 62	2010	LAW	<p>Regulations Study Monitoring Compliance</p>	<p>Request study and review of the clarity of regulations and guidelines relative to the education of dyslexic students and the effectiveness of procedures for monitoring the compliance of public schools and school districts when implementing such regulations and related laws.</p>
LA	HR 185 SR 164	2010	LAW	Pilot	<p>Dyslexia Pilot Study: Requests Board of Elementary and Secondary Education (BESE) to study issues relative to dyslexia and related disorders.</p>
LA	HR 33 SR 79	2015	LAW	Study	<p>Requests schools and state and local educational agencies to address the educational implications of dyslexia (Same As Senate Resolution 79)</p>

MA	HB 3680	2011	DEAD	Educator Training	<p>Requires teachers to get training in disorders, (training includes a number of listed disabilities including sld, - dyslexia merely listed not defined or explained accurately-or at all). The board shall require all public schools to develop a continuing education course. The department of elementary and secondary education shall be responsible for establishing the specific curriculum of the course. The course material should be covered in 4 to 6 hours during professional development training.</p> <p>All educators are required to take the course within 3 years of hire or show that the course material has been covered by their educational program within the last 10 years. All teachers are required to take the continuing education course at least every 10 years.</p>
MA	MA Gen. Laws Ch. 15A p.30	1983	LAW	College Waiver	Allows waiver of college exams to students with dyslexia
MA	Teacher Licensure Exam for Reading		LAW	Tests Teacher Knowledge of Foundations of Language (M-Tel 90)	<p>Communication and Literacy Skills Teacher Test -- link to practice test: http://www.mtel.nesinc.com/PDFs/MA_FLD101_Reading_PRACTICE_TEST.pdf</p> <p>Practice Test Appendix (w/ answers)</p> <p>Foundations of Reading at the higher ed level isn't required. Studying for the test is considered knowledge. There is not a requirement for practice and/or mentoring for teachers.</p>
MA	HD 463 and SB 312	2015	Pending	Definition & Screening Combined in one bill	<p>https://malegislature.gov/Bills/189/House/H463</p> <p>Dyslexia: "a specific learning disability that is neurological in origin with indicators that include but not limited to, difficulty in acquiring language skills; inability to comprehend oral or written language; difficulty in rhyming words; difficulty in naming letters, recognizing letters, matching letters to sounds, and blending sounds when speaking and reading words; difficulty recognizing and remembering sight words; consistent transposition of number sequences, letter reversals, inversions, and substitutions and trouble in replication of content."</p> <p>Each district shall ensure that each student enrolled in the school district shall be screened for potential indicators of dyslexia or other reading disabilities no later than the first semester of the second grade.</p>

					The Department of Elementary and Secondary Education shall promulgate regulations to develop screening procedures or instruments to identify students who possess one or more potential indicators of dyslexia.
ME	LD 44 LD 231	2015	LAW	Definition Dyslexia Consultant School Training in Dyslexia Screening	An Act To Ensure That Schoolchildren with Dyslexia Receive The Assistance Needed Relates to schoolchildren with dyslexia; requires school administrative units to screen for dyslexia students from specified grades who have difficulties, as noted by a classroom teacher; requires the Department of Education to hire a dyslexia coordinator; provides for dyslexia awareness training for teachers, professional development in evidence-based screening practices and implementation of scientific, research-based intervention strategies for reading and language-based learning difficulties.
MD	HB 718 SB 575	2020	Introduced	Reading and Dyslexia Handbook	<ul style="list-style-type: none"> • Creates a stakeholder advisory group of educators & dyslexia community members to collaborate on a Reading & Dyslexia Handbook. • Provides guidance for general & special educators, and families on best practices to identify & remediate students with dyslexia and reading difficulties. • Develops a definitive, publicly available resource for educators and families on reading and writing assessment, instruction, intervention and accommodations for use in the classroom and in the home; • Designates a dyslexia point of contact within the Maryland State Department of Education (MSDE); and • Enumerates evidence-based instruction, interventions, professional learning and assessment/screening tools.
MD	HB 690 SB 734	2019	LAW	Ready to Read Act 2019	Includes early screening of all students for risks of reading difficulties in phonological awareness, phonemic awareness and process for all Kindergarten students. Transferring students would also be screened as would older students not meeting grade level reading requirements. Effective beginning 2020-2021 school year. Regs must be written in conjunction with advocates by June 1, 2020.
MD	HB 1657	2018	Failed	Higher Education Early Reading & Literacy Commission	Implement rules, requirements and protocols related to reading and literacy science and research for professors of reading at teacher universities in MD

MD	HB 493 SB 638 Bills failed, but BOE passed a mandatory requirement	2018	Enacted by State BOE w/o Legislation	Teacher Education in Foundational Reading and Certification	MD State Board of Education passed a requirement beginning July 2019 to require all early elementary educators to pass the ETS Praxis 5205. BOE notice: Teacher of Reading Elementary Education Certification Requirements BOE eliminated 4 required reading courses and the standards that govern content of those courses.
MD	HB 910 SB 548	2018	Approved in conference; ran out of time, DEAD	Early Literacy Reading Screening bill (not the official title)	Includes early screening of all students for risks of reading difficulties in phonological awareness and decoding PK-1. Requires teacher education, the state DOE to create protocols and develop an accepted list of structured literacy programs and screening tools, establishes a diagnostic assessment protocol and MTSS/RTI early identification and intervention protocol for all PK-1 students
MD	policy	2018	Failed to be funded	Line item funding in Governor's 2019 Budget	A Reading and Dyslexia pilot program was recommended by the Dyslexia Task Force (see below) that includes screening, instruction and teacher training/materials for instruction. The pilot was recommended for 2 or 3 districts and is modeled after the Pilot in PA and OH. The funding was not provided for the recommendations but the Task Force members including DD have pursued implementation and are closer to securing funding for a full pilot, but are not sure about the scope of the pilot. To date, the only funding is through a partnership between MSDE and NCIL for a Beacon Site agreement for Technical Assistance to implement a screening pilot in St. Mary's County public schools.
MD	HB 1486	2017	Failed, sent to interim study by Ways & Means	Teacher Education in Foundational Reading and Certification	There is recognition that this type of bill may be necessary at some point and there is agreement that teacher education is missing important components including supervised practicum and mentoring. These things will all be studied together over the summer. College and Career: Are Maryland Students Ready
MD	HB 1264	2017	Failed	Dyslexia Advisory Board	To establish an advisory board to implement the Dyslexia Education Pilot Program. Although this bill failed, there is a good chance that the MSDE (SEA) will establish and staff the advisory board along w/ other stakeholders.
MD	Chapter 235 Delegate Kaiser	2016	LAW	Extension w/ amendments to expand the Task Force	Entitled:Task Force to Study the Implementation of a Dyslexia Education Program - Membership, Duties, and Extension Sponsored by:Delegate Kaiser Status:Approved by the Governor - Chapter 235 ● Summary

					<ul style="list-style-type: none"> • Documents • History <p>Amendments House - (Ways and Means) {335663/01 Adopted Analysis - Fiscal and Policy Note Post Passage 4/26/16 4/26/2016 Approved by the Governor - Chapter 235</p> <p><u>REPORT of the Task Force</u> (includes a pilot program, screening protocol, recommendations and resources)</p> <p>DRAFT final report included a fairly lengthy Best Practices for Dyslexia that was not included in the final report issued by the Maryland State Department of Education.</p>
MD	SB 15/HB 278 Sen. Conway, Chair	2015	LAW HB 278 was signed by Gov. Hogan. Chapter 411	Task Force to Study Implementation of a Dyslexia Education Program	FOR the purpose of establishing the Task Force to Study the Implementation of a Dyslexia Education Program - Summary Task Force Report and Recommendations
MD	HB 763 Cullison	2015	DEAD	Task Force Teacher Education for the Instruction of Reading	Establishing the Task Force to Study the Effectiveness of Teacher Education Programs in the Instruction of Reading; Bill information / Fiscal Notes / Committee Info. Md Department of Education killed the bill because they said a work group was to be empaneled that would make this bill redundant. Stay tuned.
MN	HF 359	2015	LAW	tax credit for students with dyslexia/reading struggles	relating to education; modifying the reading tax credit;amending Laws 2014, chapter 308, article 4, section 22, subdivision 1
MN	125A.01 HF 332/SF 278	2015	LAW	Definition Interventions Screening Literacy financial aid Staff Development Parent Involvement & Notification	defines dyslexia; determines eligibility for special education services. a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. Includes reading screening and identification of reading proficiency; parental notification; how schools will determine the proper reading intervention strategy; evidence based intervention methods for students below grade level; progress monitoring; identification of staff development needs, including a program to meet those needs; description of how schools will provide explicit and systematic instruction in the basic phonology and language decoding skills; effective FY 2016.

MO	Chapter 167.268 (L. 1990 S.B. 740 § 5)	2015	Regulations	Interventions	Policy for reading intervention plans, grades K-3. State board to develop guidelines. Individual reading plans to be developed. The state board of education shall develop guidelines to assist districts in formulating policies for reading intervention plans. Such guidelines may include, but are not limited to, timelines for measuring pupil improvement in reading, information on screening for and treatment of auditory dyslexia , and information on the Lindamood Auditory Conceptualization Test and the Auditory Discrimination in Depth Program. Such guidelines may also identify performance levels for pupils identified as handicapped or severely handicapped and conditions under which such pupils are exempt from the provisions of this section.
MO	HB 1614	2014	LAW	Definition Scholarships Defines dyslexia intervention	Adds dyslexia to the special needs definition for purposes of Bryce's Law; provides for scholarships for qualified students; provides that the Commissioner of Education may adjust the allocation of the proportion of scholarships between autism and other qualifying special needs using information based on unmet needs and use patterns from previous school years; provides that a student may become eligible based on a medical or clinical diagnosis based on a specified assessment.
MO	SB 984		DEAD	'Screening Intervention	Dept. of Elementary and Secondary Education must employ a dyslexia specialist with a minimum of three years of field experience in screening, identifying and treating dyslexia and related disorders in school districts. The dyslexia specialist will be responsible for providing professional development and serve as the primary source of information and support for school districts addressing the needs of students with dyslexia and related disorders.
MO	HB 921 /SB 548	2015	DEAD	Task Force Teacher Education: professional dev. / dyslexia specialist	MO, HB 921 Creates the "Legislative Task Force on Dyslexia" and requires the Department of Elementary and Secondary Education to employ a dyslexia specialist and develop professional development programs. http://www.house.mo.gov/billssummary.aspx?bill=HB921...
MO	HB 731 /SB 468	2015	DEAD	Screening Intervention	Requires each public school to test students for dyslexia and related disorders and provide treatment
MO	HB 2379 SB 809	2016	Enacted	[early] Screening Interventions Accommodations	House Bill 2379 would require each Missouri public school to screen students for dyslexia and related disorders. Schools would also have to provide instruction and accommodations to any student determined to have dyslexia or related disorders. SB specifies screening should begin in kindergarten and before the student

					begins third grade, and schools should screen new students who haven't been screened previously.
MO	HB 1928	2016	Introduced	Dyslexia Therapist Dyslexia Task Force and Report	HB 1928 would create a DESE task force including a full-time dyslexia therapist and a committee of legislators and various individuals involved with education, dyslexia and speech therapists, pathologists and specialists. The task force would make recommendations for a statewide system of identification, intervention and delivery of support for students with dyslexia and develop a report of the group's findings.
MO	SB 635	2016	Enacted		
MO	SB 638	2016	Enacted	Guidelines for Screening Develop in class supports 2 hours in-service training on dyslexia for all teachers Dyslexia Task Force w/ appropriations	<p>By December 31, 2017, this act requires the Department of Elementary and Secondary Education to develop guidelines for the appropriate screening of students for dyslexia and related disorders and to develop the necessary classroom support for such students. Beginning in the 2018-19 school year, each public school, including charter schools, shall conduct dyslexia screenings and provide reasonable classroom support consistent with the guidelines developed by the Department of Elementary and Secondary Education.</p> <p>Additionally, practicing teacher assistance programs shall include two hours of in-service training regarding dyslexia and related disorders provided by each school district for all practicing teachers. Such training shall count as two contact hours of professional development. (Section 167.950)</p> <p>This act also creates the Legislative Task Force on Dyslexia. The Task Force will advise and make recommendations to the Governor, Joint Committee on Education, and relevant state agencies. The Task Force will consist of twenty members, as described in the act. Except for four legislative members and the Commissioner of Education, the members will be appointed by the President Pro Tempore of the Senate and the Speaker of the House of Representatives. The task force will make recommendations for a statewide system for identification, intervention, and delivery of supports for students with dyslexia, as described in the act.</p> <p>The Task Force will hire or contract for hire specialist services to support the work of the Task Force as necessary with appropriations or from other available funding.</p> <p>The Task Force will terminate on August 31, 2018. (Section 633.420)</p>

					http://www.senate.mo.gov/BTSSearch/Default.aspx
MS	HB 1058	2007	LAW	Early Screen Pilot	Relates to dyslexia screening and remediation pilot programs; Adopt pilot programs under which certain students enrolled or enrolling in public schools in this state shall be tested for dyslexia and related disorders as may be necessary. The pilot programs shall provide that upon the request of a parent, student, school nurse, classroom teacher or other school personnel who has reason to believe that a student has a need to be tested for dyslexia, such student shall be reviewed for appropriate services.
MS	HB 1614	2014	LAW	Definition Scholarships	Adds dyslexia to the special needs definition for purposes of Bryce's Law; provides for scholarships for qualified students; provides that the Commissioner of Education may adjust the allocation of the proportion of scholarships between autism and other qualifying special needs using information based on unmet needs and use patterns from previous school years; provides that a student may become eligible based on a medical or clinical diagnosis based on a specified assessment. Dyslexia Guidance, Grants, Scholarship Information
MS	HB 1494	2012	LAW	Educator Training \$	K-12 appropriations funding bill: Includes funds for educator training, including dyslexia
MS	HB 1031 DOE Guidance MS Dyslexia Handbook	2012	LAW	Definition Dyslexia Therapy Scholarships Screening Training Funding Handbook	Dyslexia Therapy Scholarship: Establishes the Dyslexia Therapy Scholarship for Students with Dyslexia Program; defines terms; specifies student eligibility requirements and restricts eligibility; provides for the term of the scholarship; stipulates the obligations of parents, students and schools and school districts; prescribes duties of specified departments regarding administration of the program; provides for screening and evaluation of students; requires additional training for school diagnosticians; relates to school funding.
MS	HCR 33	2015	LAW	Urge Resolution	Urges all schools and state and local educational agencies to recognize significant educational implications of dyslexia and to take the necessary actions to address the learning needs and quality of services provided to those affected.
MS	SB 2347 22 pages	2013	LAW	3 rd grade reading proficiency Intervention Identification	Literacy based promotion act in K-3 to improve reading proficiency so that every student completing 3 rd grade is able to read at or above grade level. Bans social promotion and retains students whose reading deficiency is not

					<p>remedied by the end of 3rd grade. MS Reading Panel to recommend appropriate alternative standardized assessments as well as good cause exemptions for promotion. School districts must provide intensive reading instruction and intervention to those who have a substantial deficiency in reading from K-3. Publish data reflecting student progress and performance in local paper.</p> <p>http://billstatus.ls.state.ms.us/documents/2013/pdf/SB/2300-2399/SB2347SG.pdf</p>
MS	Pilot Programs	2017-17 School Year	Local Effort	Dyslexia School w/i a school; serving students identified through mandated dyslexia screening	<p>The George County School District will be a pilot program for a new teaching strategy when its L.E.A.D Academy opens for the 2016-1017 school year. L.E.A.D. is an acronym for Learn, Excel, Achieve with Dyslexia.</p> <p>"I was a teacher for 15 years," says School Superintendent Pam Touchard. "I can think back over those years and name every student who had Dyslexia, and I couldn't reach them. I spent hours and tried everything I knew, but I just couldn't teach them. I didn't know how."</p> <p>It is a frustration that many teachers know all too well, and this year George County is going to be the first public school district in the state to offer specialized instruction for students with Dyslexia. This year the school district will open the L.E.A.D. Academy for second grade students who have been identified through state-mandated screening.</p> <p>Classrooms have been remodeled in the building behind the L.C. Hatcher Elementary School to accommodate the academy, which will progress into a three-year program as the students advance to fourth grade. The program will begin with two dyslexia therapists teaching 15 second-graders each.</p> <p>An open house will be held at the L.E.A.D. Academy at 4:00 p.m. on Tuesday, August 2. A representative from Governor Phil Bryant's office is scheduled to attend, as well as Congressman Steven Palazzo. State and local officials are also expected to see this innovative new program first-hand.</p> <p>http://www.gctimesonline.com/news/article_e5665c52-5365-11e6-bd0e-9f2683c11acc.html</p>
NC			Report	Report to the Legislature on Dyslexia and Reading Problems	<p>Report to the Legislature on Dyslexia: http://ec.ncpublicschools.gov/dyslexiareport.pdf This report provides information regarding statewide efforts of the Exceptional Children Division at the North Carolina Department of Public Instruction to address the needs of students with dyslexia and other reading problems.</p>

					Dyslexia Topic Brief , NC Public Schools (in response to DOE Guidance on Dyslexia, 11/5/15)
NC	HB149			Definition of Dyslexia	
ND					
MT	SB140			Dyslexia Screening and Intervention Act	
NH	HB 1644 Chapter 262	2016 Effective 2016	LAW	Definition Indicators Screening K-1 Reading Specialist	<p>This bill requires the commissioner of the department of education to designate a reading specialist to provide support and resources to school districts for identifying and assisting students with dyslexia and related disorders and their families. Requires that the reading specialist collaborate with state teacher education programs to provide explicit awareness around best practices on recognition of characteristics of dyslexia and evidence-based interventions and accommodations for dyslexia. Requires mandatory screening in Kindergarten and First Grade.</p> <p>Implementation Dyslexia Resource Guide -- Assist by Carol Tolman; includes information on screening, screeners and the areas they address, evidence based interventions</p>
NH	HB 519	2015	LAW	Study Committee (Task Force)	<p>To establish a committee to study department of education policies affecting children with dyslexia. Signed by Governor 6/26/15. Committee is now meeting to determine goals for further legislation. (see HB 1644 above)</p> <p>REPORT: http://www.gencourt.state.nh.us/statstudcomm/reports/622.pdf</p>

NH				Foundations of Reading Assessment	
NJ	AB 880 & SB 2400	2008	LAW	Task Force	Established a Reading disabilities Task Force that concluded too many kids leave school not reading well or at all
NJ	AB 3605/S 2442	2012-2014	LAW	Screening	Requires a board of education to ensure that each student enrolled in the district who has exhibited one or more potential indicators of dyslexia or other reading disabilities is screened for any such condition as required under the state conditions of this act.
NJ	PL 2013, c.210 AB 3606 SB 2441	2012	LAW	Professional Development	Public School Reading Disability Training: Requires Department of Education to provide professional development opportunities related to reading disabilities; mandates certain school district personnel annually compete two hours of professional development related to reading disabilities. Require each public school teacher to complete at least 20 hours of professional development instruction on the screening, intervention, accommodation, and use of technology for students with reading disabilities, including dyslexia, during each five-year, 100-hour professional development period. NJ PD Links
NJ	AB 3608 SB 2439	2013-2014	LAW	Definition	Defines dyslexia according to the IDA definition
NJ	AB 3609	2012	DEAD	Higher Education	Requires that candidates for certain teaching certificates pass a written test on the foundations of teaching reading and identifying reading difficulties..
NJ	AR 129 SR 91	2012	LAW	Higher Education	Urges State Board of Education to develop endorsement to instructional certificate for teachers of students with reading disabilities, including dyslexia.
NJ	AJR 49	2012	DEAD	Awareness	Establish October as Dyslexia Awareness Month each year

NJ	AR 4247	2013	DEAD	Pilot	Establishes a pilot program in DOE to provide assistive technology to elementary and middle school students with dyslexia
NJ	AJR77	2016	Pending	Awareness	Establish October as Dyslexia Awareness Month each year [NOTE: Bill already passed out of the Assembly. Waiting for NJ Senator Thompson to introduce companion bill into the NJ Senate]
NJ	Waiting for new bill #	2017	Pending	Pilot	Establishes a pilot program in DOE to provide assistive technology to elementary and middle school students with dyslexia. [NOTE: updating previous bill with new and more specific language in the bill. Bill should be introduced in coming weeks]
NJ	A4737	2007	Pending	Higher Education	Requires that candidates for certain teaching certificates pass a written test on the foundations of teaching reading and identifying reading difficulties. [NOTE: updating the bill to have stronger, more specific language about knowledge of structured literacy and the essentials of reading is defined by the National Reading Panel (NICHD) include Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension. Amendments should be ready in early June.]
NM	HJM 43	2009	LAW	Definition Identify interventions Teacher Certification Criteria	Requests the Public Education Department to include dyslexia in the state definition of disabilities for the purpose of interpreting the federal individuals with disabilities education act, to identify effective interventions for students with dyslexia and to establish certification criteria for specialists who assist students with dyslexia.
NM	HB 230	2010	LAW	Intervention Definition References to Professional Development without teeth or detail	Interventions for students with signs of dyslexia required Final Version: Bill Text New Mexico's RTI Manual
NV	AB 341 Chapter 411	2015 Effective July 1, 2015	LAW	Definition Screening Assessments Interventions Professional Development Resource Guide	Revises provisions relating to pupils with disabilities; requires each school district and certain charter schools to administer an early literacy screening assessment to certain pupils; authorizes certain persons to perform additional testing for dyslexia; requires those entities to address the needs of a pupil who has indicators for dyslexia through a specified intervention system of instruction; requires employee professional development regarding dyslexia; requires a related resource guide.

NV	ACR-54	1983	LAW	Interventions Study of Dyslexia and Reading Disabilities	This study recommended funding, education, interventions appropriate for students who learn differently and fail to acquire basic skills in reading and writing. These recommendations were ignored.				
NY	A 8262 S 6581	2017	Law	Dyslexia Guidance Document	Directs the commissioner of education to issue a guidance memorandum in cooperation with stakeholders and other interested parties, to every school district and board of cooperative educational services to inform them of the unique educational needs of students with dyslexia, dyscalculia and dysgraphia.				
NY	AB 3440	2016	Pending	Teacher training Certification Dyslexia/Related Disorders	AN ACT to amend the education law, in relation to the certification or training of teachers, administrators and instructors in the area of dyslexia and related disorders				
NY	A 2775 S 2496	2013	DEAD	Teacher Training	Requires the certification or training of teachers, administrators and instructors in the area of dyslexia and related disorders				
NY	A 3738	2013	DEAD	Pilot	Establishes a pilot program to provide early screening and intervention services for children with risk factors for dyslexia.				
NY	A 4330	2015	Pending	Teacher Training	Requires Teacher Training for Dyslexia and related disorders.				
OH	ACT 3323.01 3311.05 (and other sections) HB 96 Plan to Implement and Evaluate the Dyslexia Pilot Project Executive Summary Year 1 Evaluation Report	2012	Law	Early screen Intervention Definition Pilot	<p>House Bill 96 signed by Governor Kasich in December 2011 requires the Superintendent of Public Instruction to establish a pilot project involving school districts to provide early screening and intervention services for children with risk factors for dyslexia. The pilot project must operate for three full school years, beginning with the 2012-2013 school year. The specified goal of the pilot project is to evaluate the effectiveness of early screening and reading assistance programs for children at risk for reading failure including those students exhibiting risk factors associated with dyslexia and to evaluate whether those programs can reduce future special education costs.</p> <p>The table below announces the school district's continuing projects for the 2013 – 2014 and the 2014 - 2015 school years.</p> <p>2013 AND 2014 DYSLEXIA PILOT PROJECTS</p> <table border="1"> <tr> <td>Cincinnati Public School District</td> <td>Hamilton County</td> </tr> <tr> <td>Edison Local School District</td> <td>Jefferson County</td> </tr> </table>	Cincinnati Public School District	Hamilton County	Edison Local School District	Jefferson County
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	Year 2 Evaluation Report Year 3 Evaluation Report				<table border="1"> <tr> <td>Indian Creek Local School District</td> <td>Jefferson County</td> </tr> <tr> <td>Medina City School District</td> <td>Medina County</td> </tr> <tr> <td>Shawnee Local School District</td> <td>Allen County</td> </tr> <tr> <td>Trimble Local School District</td> <td>Athens County</td> </tr> </table>	Indian Creek Local School District	Jefferson County	Medina City School District	Medina County	Shawnee Local School District	Allen County	Trimble Local School District	Athens County
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OH	HB 157 3311.05, 3311.0510, 3313.376, 3313.843, 3317.11, 3318.60, 3319.07, 3326.45, 3328.01, 3328.02, 3328.12, 3328.13, 3328.14, 3328.15, 3328.23, 3328.24, 3328.24, 3328.36, and 3328.41 amendments and 3318.61 and 3319.80	2011	LAW	Teacher Professional Development	Authorizes educational service centers to provide teacher professional development on dyslexia, to make changes regarding the relationship between educational service centers and their client school districts, to make changes to the operation of public college-preparatory boarding schools and the college Prep boarding school facilities program and to declare an emergency.								
OK	Rules			Rules to establish guidelines & procedures for teacher training	**No Member of Higher Education accepted and now void** Dyslexia Teacher Training Pilot Program: it is the intent of the Legislature that the Oklahoma State Regents for Higher Education enter into a contract with a nonprofit education center which is certified as a multisensory structured language training institute for the purpose of establishing a comprehensive dyslexia teacher training pilot program.								

OK	HB 3073, 2012 SB 1565 Not Implemented	2012	LAW	Dyslexia Teacher Training pilot *NOTE: OK DD says law not implemented.	State Regents for Higher Education establish a dyslexia teacher training pilot program; provides for selection of institutions; states goals of the pilot program to assist such children to read, write and spell; requires participating institutions to provide training for teachers and teacher candidates; directs the State Regents to promulgate rules and establish guidelines and procedures; requires annual reports by participating institutions.
OK	HB2008 HB1789	2017	Law	Dyslexia Task Force Higher Educational Requirements Task Force Meeting Now till July 2019	HB2008 The task force shall: Study how to effectively identify students who have reading difficulties, including dyslexia; Study the response-to-intervention process (RTI), as well as other effective research-based approaches in reading and literacy, to identify the appropriate measures for assisting students with dyslexia; Make recommendations for appropriate resources and interventions for students with reading difficulties, including dyslexia; and Make this information available in a handbook for schools, teachers and families to use as a resource. HB1789 requires early childhood education, elementary education, and special education teachers to receive quality education in research-based instructional strategies for instruction, assessment, and intervention for literacy development of all students including advanced readers, English Language Learners, and students with learning disabilities such as dyslexia and requires certain prospective teachers to be provided specified education. Certain teacher candidates will study specific strategies to adapt for individual learners.
OK	HB1228	1228	Pending	Professional Development in characteristics of dyslexia	HB1228 Will require 1 time per year teacher professional development starting the 2020-2021 school year in the awareness of dyslexia characteristics in students, effective classroom instruction and resources for teachers, students, and parents.
*OR	SB 612 Chapter 790, 2015 Laws.	2015	LAW	Screening, Teacher Training Professional Development DOE dyslexia specialist designation	Dyslexia Specialist Training in School Districts : Directs Department of Education to designate dyslexia specialist and develop list of training opportunities related to dyslexia, and to develop a plan to provide dyslexia screening and guidance for parental notification; requires school districts to ensure a teacher at each school receives related training; requires students to be screened for related risk factors; allows such districts to receive funding for training through the Network of Quality Teaching and Learning.
*OR	HB 2412 SB 80	2015	Effective date	Higher Education Teacher Prep	Requires teacher education institutions and teacher education programs to provide coursework on dyslexia.

	Chapter 245, (2015 Laws):		January 1, 2016		<p>SECTION 8. ORS 342.147 is amended to read: 342.147. (1)(a) [After considering recommendations of the State Board of Education,] The Teacher Standards and Practices Commission shall establish by rule standards for approval of [teacher education institutions and teacher education programs] educator preparation providers and educator preparation programs. [Public teacher education institutions shall be approved for programs of more than four years' duration only if teacher education programs which are reasonably attainable in a four-year period are also available in the system of higher education and are designed to culminate in a baccalaureate degree that qualifies its graduates for entry-level teaching licenses.] (b) Standards for approval of an educator preparation program for early childhood education, elementary education, special education or reading must require that the program provide instruction on dyslexia and that the instruction be consistent with the knowledge and practice standards of an international organization on dyslexia</p> <p>SECTION 8a. (1) The Teacher Standards and Practices Commission shall adopt the standards required by ORS 342.147 (1)(a), as amended by section 8 of this 2015 Act, in a timely Enrolled House Bill 2412 (HB 2412-B) Page 6 manner to ensure that an educator preparation program in early childhood education, elementary education, special education or reading is able to demonstrate compliance with the standards no later than December 31, 2016. (2) The Teacher Standards and Practices Commission shall report to the interim legislative committees on education on the adoption of the standards required by ORS 342.147 (1)(a), as amended by section 8 of this 2015 Act, no later than October 1, 2016.</p> <p>http://slideplayer.com/slide/11308877/</p>
PA	HB 322	1985-1986	Law	College exams	Waives college entrance exams
PA	HB 198 Fiscal Note - House Fiscal Note - Senate	2013	LAW	Screen Intervene Define Pilot Fund	Amends the Public School Code of 1949, providing for a Dyslexia Screening and Early Literacy Intervention Pilot Program to provide evidence-based early screening and intervention services for children with risk factors for dyslexia, such as low phonemic awareness; provides school districts shall be selected for the program; requires an evaluation of early reading assistance programs. http://www.pattan.net/category/Projects/page/Dyslexia.html
PA			LAW	Awareness	Dyslexia Awareness Month

RI	HB 7542 SB 2069	2012	LAW	Commission	Joint Resolution Creating A Special Legislative Commission To Assess The Educational Needs Of Children With Reading Disabilities And Dyslexia (<i>never met</i>)
RI	HR 7447	2014	LAW	Commission	Creates a seven (7) member special legislative study commission whose purpose it would be to make a comprehensive study to improve the educational outcomes for students with dyslexia and/or reading disabilities in the State of Rhode Island, and who would report back to the House of Representatives no later than January 30, 2015, and whose life would expire on March 30, 2015.
RI	HB 6109	2015	LAW	Commission extension and enlargement	2015: House Bill 6109: Dyslexia Education Needs:Increases the membership of Special Legislative Commission to Assess and Make Recommendations on the Educational Needs of Children with Dyslexia and/or Reading Disabilities; extends the reporting and expiration dates of the special legislative commission to assess and make recommendations on the educational needs of children with dyslexia or reading disabilities.
RI	House Bill 7055	2016	In Committee Held for further study	Teacher Training, Professional Development	AN ACT RELATING TO EDUCATION - PROFESSIONAL DEVELOPMENT (Provides for professional development opportunities relating to reading disabilities and would require two (2) hours of professional development instruction pertaining to reading disabilities for certain general education teachers.)
RI	House Bill. 7054	2016	LAW	Screening	AN ACT RELATING TO EDUCATION - SCREENING FOR READING DISABILITIES (Requires school districts to conduct screening for dyslexia and other reading disabilities of school children who have exhibited one or more potential indicators using certain screening methods selected by the commissioner of education.)
RI	House Bill 7052	2016	House Calendar 2-3-16	Dyslexia Targeted Assistance	AN ACT RELATING TO EDUCATION - REQUIRE DYSLEXIA TARGETED ASSISTANCE (Act would add dyslexia-targeted assistance as a required aspect of the literacy program for students at the elementary grade level)
RI	House Bill 7053	2016	In Committee Held for further study	Definition	AN ACT RELATING TO EDUCATION -RI VISION EDUCATION AND SERVICES PROGRAM (Act would make certain findings about dyslexia and would establish a definition of "dyslexia". This act would also direct the council on elementary and secondary education to promulgate rules and regulations to incorporate this definition and findings.

SC	SJR 241	2011	LAW	Task Force	Create the SC dyslexia task force
SC	SB 241 TASK FORCE Report	2013	report	TF Report & Recommendations	
SC	R 209 H 5024	2016	LAW	Teacher Training Definition Screening Intervention Reporting # of teachers trained by 10.1.16	<p>Legislation arose from above TF report.</p> <p>SECTION 1. Before the beginning of the 2016-2017 school year, the State Department of Education shall provide training to all literacy coaches and literacy teachers in kindergarten through grade three on:</p> <ol style="list-style-type: none"> (1) dyslexia and related reading disorders and their prevalence, using the internationally accepted definition from the International Dyslexia Association; (2) the use of evidence-based screening tools for dyslexia and other reading disorders that are age-appropriate and evaluate, as appropriate, the following skills: <ol style="list-style-type: none"> (a) phonological and phonemic awareness; (b) sound symbol recognitions; (c) alphabet knowledge; (d) decoding and encoding skills; and (e) rapid naming skills; and (3) evidence-based, multisensory, instructional methods and interventions designed specifically for students with dyslexia and other reading disorders. <p>Reporting requirement</p> <p>SECTION 2. Before October 1, 2016, the State Department of Education shall provide the Senate Education Committee and the House Education and Public Works Committee a report:</p> <ol style="list-style-type: none"> (1) describing the specific training used by the department to satisfy the requirements of this joint resolution; and (2) stating the number and percentage of literacy coaches in kindergarten through grade three and the number and percentage of literacy teachers in kindergarten through grade three who successfully completed the training. <p>Time effective</p> <p>SECTION 3. This joint resolution takes effect upon approval by the Governor.</p>
SD		2009-2010	Law	Handbook	For teachers and parents -- Technical Assistance Guide for Dyslexia
SD	HB 1198	2016		Definition Screening Interventions	The Board of Education recognizes that dyslexia is a specific learning disability that is neurobiological in origin. Dyslexia is characterized by difficulties with accurate or fluent word recognition and by poor spelling and

				<p>Professional Development</p> <p>*Dyslexia PD applies to continuing ed requirements for inservice teachers</p>	<p>decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.</p> <p>Each school district shall offer dyslexia screening for each student that exhibits potential indicators or risk factors of dyslexia. When a screening indicates characteristics of dyslexia, the school district shall provide age-appropriate, evidence-based intervention strategies to the student.</p> <p>The Board of Education may promulgate rules, pursuant to chapter 1-26, to develop program guidelines for dyslexia to be used to assist teachers, special education teachers, and parents to identify and assess students with dyslexia; to plan, provide, evaluate, and improve age-appropriate educational services to students with dyslexia; and to identify potential indicators and risk factors of dyslexia.</p> <p>The Board of Education and each school district shall recognize dyslexia education programs as continuing education and shall permit teachers to apply earned hours towards any general continuing education requirement.</p>
TN	HB 1735 SB 2002	Enacted 2014	LAW Enacted July 1, 2014	<p>Define In-service PD Higher Ed Teacher Prep Effective Instruction</p>	<p>Defines dyslexia and requires in-service training for teachers and other training collaboration by the department of education with institutions of higher education concerning instruction related to dyslexia; provides for web-based or in-person training to provide effective instruction for teaching students with dyslexia using appropriate scientific research and brain-based multisensory intervention methods and strategies.</p> <p>For the purposes of this chapter and chapter 10, “dyslexia” means a specific learning disability that is neurological in origin and is characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.</p>

					<p>SECTION 2. Tennessee Code Annotated, Section 49-6-3004(c)(1), is amended by adding the following language at the end of the subdivision: In addition to other topics offered during in-service days of training, training shall formally address dyslexia and similar reading disorders and provide effective instruction for students with dyslexia using appropriate scientific research and brain-based multisensory intervention methods and strategies.</p> <p>SECTION 3. Tennessee Code Annotated, Title 49, Chapter 10, Part 1, is amended by adding the following as a new section: 49-10-115.</p> <p>In addition to other training and resources authorized by this chapter, the department of education shall collaborate with institutions of higher education to formally address dyslexia, as defined in § 49-6-304, and similar reading disorders by providing educators and teachers training in providing effective instruction for students with dyslexia using appropriate scientific research and brain-based multisensory intervention methods and strategies.</p> <p>SECTION 4. This act shall take effect July 1, 2014, the public welfare requiring it. It shall apply to in-service training beginning in the 2014-2015 school year.</p>
TN	<p>SB 2635 Public Chapter 1058</p>	2016		Screening	<p>SCREEN FOR DYSLEXIA CHARACTERISTICS Key points:</p> <ul style="list-style-type: none"> – LEAs (districts) SHALL (must) use a universal screener that includes phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming and encoding skills. – This screening will be part of the standard universal screening procedures that the DOE already uses (this was to be fiscally responsible as we are a fiscally conservative state, but they MUST add in the above areas if those are not already being addressed by the LEA). Also, we added the words “or other available means” so the LEA is not tied down to RTI2. – HOWEVER, in addition to the standard screening times, we also made sure that a parent/guardian, teacher, counselor or school psychologist can request this screening at ANY time. <p>Why does it say characteristics of dyslexia?</p> <ul style="list-style-type: none"> – Schools don’t diagnose anything, but they can screen/evaluate to see if a child qualifies for services. Thus, we used the terminology “screen for characteristics of dyslexia.” <p>If a child shows these characteristics, what happens next? Section 1(c) says: The LEA shall:</p> <ul style="list-style-type: none"> – Notify the student’s parent/guardian

					<ul style="list-style-type: none"> - Provide the student's parent/guardian with information and resource material about dyslexia - Provide the student with appropriate dyslexia-specific intervention (more on this in a moment)* - Monitor the student's progress <p>* What is dyslexia-specific intervention? This law says: Section 1(f)(1): Dyslexia-specific intervention means evidence-based, specialized reading, writing and spelling instruction that is multisensory in nature, equipping students to simultaneously use multiple senses, such as vision, hearing, touch and movement. Dyslexia-specific intervention employs direct instruction of systematic and cumulative content, with the sequence beginning with the easiest and most basic elements and progress methodically to more difficult material. Each step must also be based on those already learned. Components of dyslexia-specific intervention include instruction targeting phonological awareness, sound symbol association, syllable structure, morphology, syntax, and semantics.</p> <p>This law also:</p> <p>Section 1(d): The DOE SHALL (must) provide appropriate professional development resources for educators in the area of identification of and intervention methods for students with dyslexia.</p> <p>And</p> <p>Section 1(e): (This part is HUGE as this advisory council will shape the future):</p> <p>Create an advisory council for the purpose of advising the DOE in matters related to dyslexia. The council shall consist of 9 members as follows (to serve 3 year terms):</p> <ul style="list-style-type: none"> - The Commissioner of Education - And Education Specialist from the DOE - A Representative from a Dyslexia Advocacy Group - A special education teacher WITH AN UNDERSTANDING OF DYSLEXIA - An elementary school teacher - A middle school teacher - A high school teacher - A parent of a child who has dyslexia - A licensed speech-language pathologist <p>This law takes effect July 1, 2016</p>
TX	HR 1790	2003	LAW		<p>Dyslexia Education: Defines dyslexia and requires in-service training for teachers and other training collaboration by the department of education with institutions of higher education concerning instruction related to dyslexia; provides for web-based or in-person training to provide effective instruction for</p>

					teaching students with dyslexia using appropriate scientific research and brain-based multisensory intervention methods and strategies.
TX	HB 3382	2007	LAW	Accommodations	2007: House Bill 3382: Computerized Instructional Materials ; Relates to providing instructional material in Braille, large print, audio format, digital text, or any other medium or any apparatus that conveys information to or otherwise contributes to the learning process of blind or visually impaired students or students with dyslexia who are enrolled at public institutions of higher education.
TX	SB 867, 2011	2011	LAW	Testing Accommodations	Adult testing accommodations for a person with dyslexia taking a licensing exam administered by a state agency
TX	SB 866	2011	LAW	Teacher Training Assessment of students in higher ed w/ dyslexia	Education of public school students with dyslexia, the education and training of educators who teach students with dyslexia and the assessment of students with dyslexia attending an institution of higher education
TX	TEC p. 38.003		LAW	Screen Intervention	Screening and intervention for students with dyslexia
TX	TEC p.28.006		LAW	Early screen	Diagnose reading in K-2
TX	TEC p.7.028(b)		LAW	Procedures Adhere to Handbook	Districts to provide procedures for identification, adherence to dyslexia handbook, purchase program for students with dyslexia.
TX	HB 461 TX Occupations Code, Ch. 403	2011	LAW	Licensing	Relates to the regulation of dyslexia practitioners and therapists; provides penalties for violations; relates to multisensory structured language education and employment by school districts of qualified practitioners.
TX	HB 1264	2013	LAW	Reporting of students Identified with dyslexia into public school data management system	Relates to information regarding the number of public school students with dyslexia; requires each school district and open-enrollment charter school to report through the Public Education Information Management System information regarding the number of students enrolled in the district or school who are identified as having dyslexia.
TX	HB 1886	2017	LAW	Mandatory Universal Screening for Dyslexia in Kindergarten and 1st grade.	Mandatory Universal Screening for Dyslexia in Kindergarten and 1st grade. http://www.legis.state.tx.us/flodocs/85R/billtext/html/HB018861.htm

TX	HB21	2017	Back in Conference Committee PENDING	Failed Attempt to Provided per Pupil Funding allotment for Dyslexia	Created a .10 extra allotment per pupil identified and served with Dyslexia in school finance reform bill, overwhelming support- Died in Conference Committee due to Senate Amendment adding small \$ Vouchers requiring users to give up Federal protections for students with disabilities in IDEA and 504.
TX	Austin ISD	2017	In Progress	Dyslexia Academy Middle School Pilot	Austin ISD has created a Middle School Pilot program launching 2017-18 school year. Creates a Dyslexia Academy with in a Middle school campus. Students served by a CALT with Daily Take Flight, Laptops with UDL and all teachers working with Dyslexic Co Hort Trained on working with dyslexic students. Starts with 1 campus and will increase to 4 MS campus's upon success.
TX	HB1 SB1	2019	In session	Funding Allotment per pupil	
UT	SB 117	2015	LAW	Pilot Interventions Definition	Creates a pilot program to provide interventions for students at risk for, or experiencing, reading difficulties, including dyslexia; provides professional development for educators, literacy intervention in kindergarten through grade five, criteria for use by the State Board of Education, requirements for local education agencies and for third-party evaluation; includes charter schools
VA	SB1718	2019	In session	Standards of Quality; reading diagnostic tests	Standards of Quality; reading diagnostic tests. Requires that the first reading diagnostic test administered to a student in kindergarten through grade three include a rapid automatized naming component and that local school divisions report the results of reading diagnostic tests to parents, including subset scores.
VA	SB 368/ HB1265	2018	Enacted 7/1/2018	Education preparation programs; reading specialists, dyslexia	Education preparation programs; reading specialists; dyslexia. Requires each education preparation program offered by a public institution of higher education or private institution of higher education that leads to a degree, concentration, or certificate for reading specialists to include a program of coursework or other training in the identification of and the appropriate interventions, accommodations, and teaching techniques for students with dyslexia or a related disorder. The bill requires such programs to (i) include coursework in the constructs and pedagogy underlying remediation of reading, spelling, and writing and (ii) require reading specialists to demonstrate mastery of an evidence-based, structured literacy instructional approach that includes explicit, systematic, sequential, and cumulative instruction.
VA	SB865	2018	Carried over to 2019	Standards of Quality; reading diagnostic tests	Standards of Quality; reading diagnostic tests. Requires that the first reading diagnostic test administered to a student in kindergarten through grade three include a rapid automatized naming component and that local

					school divisions report the results of reading diagnostic tests to parents, including subset scores.
VA	SJ59	2018	Dead	Study; identification of and interventions for dyslexia; report.	Study; identification of and interventions for dyslexia; report. Establishes a one-year joint subcommittee consisting of seven members of the House Committee on Education and six members of the Senate to study the identification of and interventions for dyslexia in the public elementary and secondary schools of the Commonwealth.
VA	SB1516/HB2395	2017	In effect 7/1/2017 enacted	Public school district dyslexia advisor	One reading specialist employed by each local school board that employs a reading specialist shall have training in the identification of and the appropriate interventions, accommodations, and teaching techniques for students with dyslexia or a related disorder and shall serve as an advisor on dyslexia and related disorders. Such reading specialist shall have an understanding of the definition of dyslexia and a working knowledge of (i) techniques to help a student on the continuum of skills with dyslexia; (ii) dyslexia characteristics that may manifest at different ages and grade levels; (iii) the basic foundation of the keys to reading, including multisensory, explicit, systemic, and structured reading instruction; and (iv) appropriate interventions, accommodations, and assistive technology supports for students with dyslexia.
VA	HB842	2016	Enacted/eff ective 7/1/2017	Licensing pre and inservice teachers	Teacher preparation and licensure; dyslexia and other learning disabilities. Requires Board of Education regulations governing teacher licensure to require every person seeking initial licensure or renewal of a license to complete awareness training, provided by the Department of Education, on the indicators of dyslexia and the evidence-based interventions and accommodations for dyslexia. The bill requires the Department of Education to collaborate with the State Council of Higher Education for Virginia to ensure that all teacher preparation programs offered at public institutions of higher education in the Commonwealth or otherwise available convey information on the identification of students at risk for learning disabilities, including dyslexia, other language-based learning disabilities, and attention deficit disorder. The bill has a delayed effective date of July 1, 2017.
VA	SB759	2016	in committee 1-28-16	Public schools; dyslexia advisor.	Public schools; dyslexia advisor. Requires each local school board to employ one full-time equivalent advisor who specializes in the identification of, and the appropriate interventions accommodations, and teaching techniques for students with dyslexia or a related disorder.

VA	SB 1386	2015	DEAD	Licensing -- pre and inservice teachers	7. Every person seeking initial licensure or renewal of a license shall receive professional development on the screening, intervention, accommodation, and use of technology for students with reading disabilities, including dyslexia.
VA	HB2374	2015	DEAD	Teacher Training Licensure Higher Ed Teacher Prep Programs	- Teacher preparation and licensure; dyslexia. Requires the Board of Education's regulations governing teacher licensure to require every person seeking initial licensure or renewal of a license to receive professional development in the indicators of dyslexia and the science behind teaching a student who is dyslexic. The bill requires the Department of Education to collaborate with the State Council of Higher Education for Virginia to ensure that all teacher preparation programs offered at public institutions of higher education in the Commonwealth convey information on the identification of students at risk for dyslexia and related disorders.
VA		2015	Admin. Rule	PD	Teacher Training, PD
VA	SJR 87 Report	2010 2011	LAW	Screening for K Study	Study; dyslexia screening in kindergarten; report. Requests the Department of Education to study dyslexia screening for kindergarteners. In conducting its study, the Department shall (i) examine available scientific data on the success of early screening for dyslexia, (ii) consider the cost-effectiveness of such strategy, and (iii) make recommendations as to whether such screening is advisable and, if so, the particular method that is most effective.
WA	SB 5664	2005	LAW	Education credits for research based instructional strategies	2005: Senate Bill 5664: Special Education Certification :Provides that education credits earned by certified instructional staff shall be eligible for application to the salary schedule developed by the legislative evaluation and accountability program only if the course content addressed research-based assessment and instructional strategies for students with dyslexia, dysgraphia, and language disabilities when addressing a specified learning goal as applicable and appropriate for individual certified instructional staff.
WA	Pilot Reports to the Legislature	2008		Pilots/Reports	WA Pilot Report to Legislature Lorraine Wojahn Dyslexia Pilot Reading Program Report to the Legislature January 2009 Lorraine Wojahn Dyslexia Pilot Project Update January 2007 Lorraine Wojahn Dyslexia Reading Pilot Legislative Summary January 2006 Dyslexia Resource Guide

WA	Statute			Definition	<p>OSPI uses the definition of dyslexia adopted by the National Institute of Child Health and Human Development (NICHD) and the International Dyslexia Association (IDA) in 2002:</p> <p>Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and /or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.</p>
WA	SB 6016 Fiscal Notes Status Report on the Educator Training Program to Improve Instruction of Students with Dyslexia Dyslexia Resource Guide	2010	LAW	<p>Educator Training Handbook</p> <p>https://www.hamlinrobinson.org/uploaded/Learning_Center/services_for_students/DyslexiaResourceGuide.pdf</p>	<p>Declares that, since 2005, the legislature has provided funding for five pilot projects to implement research-based, multisensory literacy intervention for students with dyslexia. Finds that the students receiving intervention support through the dyslexia pilot projects have made substantial and steady academic gains. Requires the office of the superintendent of public instruction, to the extent funds are appropriated for this specific purpose, to develop an educator training program to enhance the reading, writing, and spelling skills of students with dyslexia by implementing the findings of the dyslexia pilot program. Requires each educational service district to report to the office of the superintendent of public instruction the number of individuals who participate in the training offered by the educational service district.</p>
WI	Wisconsin State Statute ACT 166	Effective 1/31/14	LAW	Foundations of Language Teacher Certification Exam	<p>Foundations of Reading Reading Teacher Exam Study Guide Foundations of Reading Information, WDOE</p> <p>SECTION 21. 118.19 (14) (a) any person applying for a teacher license "...to teach in grades kindergarten to 5 or in special education, an initial license as a reading teacher, or an initial license as a reading specialist..." are required to take and pass a Foundations of Reading Test.</p> <p>Powerpoint to enable teachers to pass the exam without offering opportunities to learn the information and understand how and why this information can help all students learn to read.</p>

WV	SB 662	2012	DEAD	Screen Higher ed. Curriculum	Pilot project for dyslexia screening and institutions of higher ed to include coursework on dyslexia
WV	SB 412 HB 4068 Chapter 57, Acts, Regular Session, 2014	2014	LAW	Definition of Dyslexia and Dyscalculia	<p>The Legislature recognizes the following regarding dyslexia and dyscalculia:</p> <p>(1) Dyslexia and dyscalculia are conditions that may be considered under the specific learning disability category, and their definitions are consistent with IDEA and state board policy. State board policy provides that “specific learning disability” means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia;</p> <p>(2) Dyslexia is an alternative term used to refer to a pattern of learning difficulties characterized by problems with accurate or fluent word recognition, poor decoding, and poor spelling abilities. If dyslexia is used to specify this particular pattern of difficulties, it is important also to specify any additional difficulties that are present, such as difficulties with reading comprehension or math reasoning; and</p> <p>(3) Dyscalculia is an alternative term used to refer to a pattern of learning difficulties characterized by problems processing numerical information, learning arithmetic facts, and performing accurate or fluent calculations. If dyscalculia is used to specify this particular pattern of mathematical difficulties, it is important also to specify any additional difficulties that are present, such as difficulties with math reasoning or word reasoning accuracy</p>
WV	SB 413		Dead	Training	Requires the DOE to provide professional development regarding dyslexia.
WV	SB 62	2015	DEAD	Professional Development	require the Department of Education to provide professional development opportunities regarding dyslexia and other reading disabilities; and to require teaching staff receive two hours of such training annually.
WV	SB 69	2015	DEAD	Screening, screening instruments	requiring county boards of education to screen for dyslexia and other reading disabilities; requiring the Department of Education to provide information on screening instruments; and providing for assessment and intervention.

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WY	SF 0052	2012	LAW	Screen Intervention	Dyslexia screening and intervention as early as possible in K-3

Sources

Dyslexia Laws in the USA, Martha Youman and Nancy Mather, Dept. of Psychoeducational and disability Studies, College of Education, University of AZ, Oct. 20, 2012.

Legislative Websites for each State / Bill Text

Decoding Dyslexia US Parent & Educator Network

National Council of State Legislators (NCSL Research)

<http://www.lexercise.com/wp-content/uploads/2013/03/Lexercise-Webinar-Martha-Youman-1.pdf>

U.S. STATES WITH TASK FORCE/DYSLEXIA ADVISORY COUNCIL AND/OR STATE FINDINGS/REPORTS TO LEGISLATURE

<u>STATE</u>	<u>YEAR</u>	<u>TYPE</u>	<u>REPORTS TO LEGISLATURE OR STATE FINDINGS</u>
AR	2012	Report	Bureau of Legislative Research report on Dyslexia Legislation in other States http://www.arkleg.state.ar.us/education/K12/InitiativesDevelopmentsDocs/Elliott ltr 10302012 - Dyslexia is covered under federal law - BLR letterhead.pdf
AL	2015	Dyslexia Advisory Council	Regulation: "The Alabama State Department of Education working with the Dyslexia Advisory Council appointed by the State Board of Education shall develop and maintain a dyslexia resource guide for the use of LEAs, public schools, teachers, and parents."
CO	2017	Task Force	https://www.cde.state.co.us/coloradoliteracy/dyslexia
FL		Report	Florida Center for Reading Research – Dyslexia: Brief for Educators, Parents and Legislators in Florida http://www.fcrr.org/TechnicalReports/Dyslexia Technical Assistance Paper-Final.pdf
HI	2013	Task Force	Legislative Report https://www.hawaiipublicschools.org/DOE Forms/State Reports/SCR120.pdf
IN		Task Force	Formed by SDE; first meeting 1/2018 per DDIN
KY	2017	SDE	https://education.ky.gov/CommOfEd/adv/Pages/Commissioner%E2%80%99s-Dyslexia-Task-Force.aspx Task Force Report: https://education.ky.gov/CommOfEd/adv/Documents/Dyslexia%20Task%20Force%20Recommendations%20with%20fiscal%20notes%20Final.pdf

LA		Pilot	No report found to legislature re: findings
MD	2015-2016	Task Force	Report to Legislature: http://msa.maryland.gov/megafile/msa/speccol/sc5300/sc5339/000113/021600/021654/20170046e.pdf Dyslexia Technical Assistance Bulletin
MO	2016	Task Force	HB2379 & SB 638 Appointed Members: http://decodingdyslexia-mo.org/wp-content/uploads/2016/09/Task-Force-list.pdf Report to Legislature: https://dese.mo.gov/sites/default/files/DyslexiaTaskForceOctober2017.pdf
MS	2009	Pilot	Report to Legislature http://board.mde.k12.ms.us/December_2009/Tab_05_-_IPS_-_Reading_-_Report_on_Mississippi_Dyslexia_Program_backup.pdf
NH		Solicit Advice	RSA 200:62 “The reading specialist shall solicit the advice of experts in the fields of dyslexia and related disorders, and dysgraphia in the development of the guide.” Resource Guide: https://www.education.nh.gov/instruction/dyslexia/documents/resource-guide.pdf
NJ	8/2012	Task Force	Report to Governor http://decodingdyslexianj.org/wp-content/uploads/2013/01/Reading-Disabilities-Task-Force-Final-report-2012.pdf
NV		??	
OH	2013	Pilot	Report Pending pilot completion 2015: Dyslexia Pilot Project: Year 3 Report https://education.ohio.gov/getattachment/Topics/Special-Education/Students-with-Disabilities/Specific-Learning-Disability/Dyslexia-Pilot-Project/DPP-Year-3-Evaluation-and-Final-Report.pdf.aspx

OK	2017	Task Force	HB2008, Continue until 12/31/18 To Create a Handbook
OR	2015 & 2016		SB 612 & SB 1003 Link to Plan Appendix
PA	2013	Pilot/ Advisory Committee	Report Pending pilot completion Advisory Committee: http://www.pattan.net/category/Resources/Misc.%20Materials/Browse/Single/?id=5406039c0c1c44a6108b4577
RI	2014	Legislative Study Commission	HB 7447
SC	1/28/13	Task Force	Report of Task force with recommendations http://www.scstatehouse.gov/reports/DeptofEducation/SCDyslexiaTaskForceFinalReport.pdf
TN	2016	Advisory Committee	SB 2635 "Say Dyslexia Bill"
UT	2016	SBE Created Taskforce	The Utah State Board of Education has approved the creation of a taskforce to address the needs of students with dyslexia in both general education and special education. The taskforce will be led by the State Board of Education's Advisory Committee on Equity of Educational Services for Students. It will examine the need for and creation of a Dyslexia Resource Guide for districts, charter schools, students, and parents.
VA	1/2011	Study	Study of Screening Report, Report to Governor and General Assembly dated 1/2011 http://www.cesa6.org/rsn/SD4.pdf

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WA	12/2008	Pilot	Report to Legislature http://www.k12.wa.us/LegisGov/2009documents/LorraineWojahnDyslexiaPilotReadingProgram.pdf
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LINK TO UPDATED GUIDANCE & HANDBOOKS: https://1drv.ms/x/s!AjffwlaRxRZMgQM_oeZZQw3Kq9H

STATE	State Dyslexia Resource Guides, Handbooks, Technical Assistance Bulletins
Alabama	Dyslexia Resource Guide , 2016
Arkansas	Dyslexia Resource Guide , 2017
California	Dyslexia Guidelines , 2017
Colorado	Topic Brief: Dyslexia and SLD , 2014
Illinois	Understanding Dyslexia , Webpage
Kansas	Dyslexia, What Parents Need to Know , 2012
Louisiana	A Guide to Dyslexia in Louisiana , 2010
Maryland	Technical Assistance Bulletin on SLD: Focus on Dyslexia, Dysgraphia and Dyscalculia 2016
Minnesota	Navigating the School System When a Student is Struggling with Reading or Dyslexia , 2015
Mississippi	2010 MS Best Practices Dyslexia Handbook
Nebraska	Technical Assistance Document for Dyslexia , 2016
Nevada	Dyslexia Resource Guide , 2015
New Hampshire	Dyslexia Resource Guide -- Assist by Carol Tolman, 2017
New Jersey	Dyslexia Handbook , 2017
New Mexico	Technical Evaluation and Assistance Manual , Dyslexia Guidance within Document, 2011
South Dakota	The Dyslexia Handbook for Teachers and Parents in South Dakota

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Tennessee	Understanding Dyslexia: A Guide for Tennessee Parents and Educators , 2016
Texas	The Dyslexia Handbook , Revised 2014
Virginia	Supplement Guide to SLD Handbook , 2017
Virginia - FCPS	Dyslexia Handbook , 2017
Washington	Dyslexia Resource Guide

<u>STATE</u>	<u>YEAR</u>	<u>TYPE</u>	<u>REPORTS TO LEGISLATURE OR STATE FINDINGS</u>	<u>Screeener</u>	<u>Intervention Programs Approved for Dyslexia (evidence based)</u>	<u>Teacher Training Requirements</u>
AR	2012	Report	Bureau of Legislative Research report on Dyslexia Legislation in other States http://www.arkleg.state.ar.us/education/K12/InitiativesDevelopmentsDocs/Elliott ltr 10302012 - Dyslexia is covered under federal law - BLR letterhead.pdf			
FL		Report	Florida Center for Reading Research – Dyslexia: Brief for Educators, Parents and Legislators in Florida http://www.fcrr.org/TechnicalReports/Dyslexia Technical Assistance Paper-Final.pdf			
HI	12/12/13	Task Force	Legislative Report https://www.hawaiipublicschools.org/DOE Forms/State Reports/SCR120.pdf			
MD	2015-2016	Task Force	Task Force to Implement a Dyslexia Education Program in Maryland. Report presented to the legislature on December 31, 2016 on Best Practices for dyslexia education and the			

			parameters of a Dyslexia Pilot Program in Maryland			
MS	2009	Pilot	Report to Legislature http://board.mde.k12.ms.us/December_2009/Tab_05 - IPS - Reading - Report on Mississippi Dyslexia Program backup.pdf			
NC	2015	Report	Report to the Legislature on Dyslexia: http://ec.ncpublicschools.gov/dyslexiareport.pdf This report provides information regarding statewide efforts of the Exceptional Children Division at the North Carolina Department of Public Instruction to address the needs of students with dyslexia and other reading problems.			
NJ	8/2012	Task Force	Report to Governor http://decodingdyslexianj.org/wp-content/uploads/2013/01/Reading-Disabilities-Task-Force-Final-report-2012.pdf			
OH	2013	Pilot	Reports: 2012-2015			
PA	2013	Pilot	Report Pending pilot completion Due October 2016			
SC	1/28/13	Task Force	Report of Taskforce with recommendations http://www.scstatehouse.gov/reports/DeptofEducation/SCDyslexiaTaskForceFinalReport.pdf			
VA	1/2011	Study	Study of Screening Report, Report to Governor and General Assembly dated 1/2011	STAR		

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			http://www.cesa6.org/rsn/SD4.pdf Teacher Training Pilot			
WA	12/2008	Pilot	Report to Legislature http://www.k12.wa.us/LegisGov/2009documents/LorraineWojahnDyslexiaPilotReadingProgram.pdf			