

Practices for Identifying and Treating Dyslexia— State Dyslexia Legislation & Regulations Updated January 2016

Alabama

2015 Administrative Code -- [Guidebook on Dyslexia](#): Defines Dyslexia, Creates Dyslexia Advisory Council, Guidance for Interventions, Screeners, Accommodations, Curricular Resources

Arizona

[2015: Senate Bill 1461: Schools and Reading Disability Screening](#): Relates to schools; relates to dyslexia and reading disability screening, intervention, accommodation and technology; relates to exemptions for and promotion of certain pupils.

Arkansas

[2013: Senate Bill 33: Children with Dyslexia and Public Schools](#): Ensures that children with dyslexia have their needs met by the public school system; provides for required screening and intervention; provides for therapeutic services; includes teacher professional awareness.

[2015: Senate Bill 788: Screening for Dyslexia](#): Modifies the requirements concerning screening for dyslexia; clarifies the requirements for school districts to screen students for dyslexia; provides for tutors and paraprofessionals.

California

[2015, Chapter 647: Assembly Bill AB 1369](#): Screening, Interventions, Definition; Includes phonological processing in the description of basic psychological processes in Section 3030 of Title 5; the superintendent shall develop 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 to pupils with dyslexia. Educational services means and evidence-based, multisensory, direct, explicit, structured and sequential approach to instructing pupils who have dyslexia. Must be ready by 2017-2018 school year.

[SEC. 35. Section 56245 of the Education Code](#) “The Legislature encourages the inclusion, in local in-service training programs for regular education teachers and special education teachers in local educational agencies, of a component on the recognition of, and teaching strategies for, specific learning disabilities, including dyslexia and related disorders.”

[SEC. 43.5. Section 56337 of the Education Code](#) “The term “specific learning disability” includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. That term does not include a learning problem that is primarily the result of visual, hearing, or motor disabilities, of intellectual disabilities, of emotional disturbance, or of environmental, cultural, or economic disadvantage.”

Section [44227.7](#) of the Education Code: Higher education is encouraged to provide teacher training for dyslexia and related disorders

Section [52853](#) of the Education Code: Schools to develop programs for training in dyslexia intervention

[Chapter 647: Sections 56334 and 56335 of the Education Code: 2015: Assembly Bill 1369:](#) Requires screening for dyslexia, teacher training, evidence-based remediation, and the term dyslexia to be defined as it is by the International Dyslexia Association (IDA) and the National Institute of Child Health and Human Development (NICHD).

This bill would require 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. 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.

(2) Existing regulations adopted by the State Board of Education include specific basic psychological processes in the definition of “specific learning disability.”

This bill would require the state board to include “phonological processing” in the description of basic psychological processes.

Colorado

[2008: House Bill 1223: Literacy Challenges:](#) 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.

2011: SB 245: [Colorado Revised Statutes 22-2-133:](#) *(This link works with Firefox, Internet Explorer... but not Google Chrome)* Assessment and identification of students with literacy challenges including dyslexia - training and technical assistance - collaboration with higher education - report.

2012: 12-1238 [Colorado Read Act](#) [Colorado Read Act](#); [Read Act Resource Bank of Approved Assessments](#); [Colorado Literacy Index](#)
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.

Connecticut

[Public Act 14-39](#)

[2014: House Bill 5562: Office of Early Childhood:](#) Concerns special education; includes dyslexia on the individualized education program form; requires boards of education to inform parents and guardians of their right to withhold enrolling their child in kindergarten; creates a multi-tier funding scheme for excess cost payments; repeals provisions regarding a coordinated system of early care and education and child development; repeals provisions requiring a state-wide developmentally appropriate kindergarten. (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, 2015, include the detection and recognition of, and evidence-based interventions for, students with dyslexia.](#)

[2015: Senate Bill 1054: Students with Dyslexia](#): Relates to students with dyslexia; designates an employee of the Department of Education to be responsible for providing information and assistance to local and regional boards of education and the parents or guardians of students relating to the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia; provides for teacher preparation training.

Delaware

[2014: Senate Bill 229: Students with Disabilities](#): Sections 2 and 3 of the Act attempt to ensure that evidence-based interventions are provided for young students who have dyslexia and related disabilities, to ensure that they are receiving necessary assistance in learning to read.

Florida

[1007.02](#) “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” Also, [1003.438](#), [1002.39](#), [1004.935](#), [411.226](#), [1003.01](#)

[2009: State Board of Education Rule 6A-6.03018: FAC, Exceptional Student Education Eligibility for Students with Specific Learning Disabilities](#) changes in the definition, general education intervention procedures and activities, evaluation requirements, eligibility criteria, documentation of determination of eligibility, and implementation requirements.

[Reading First](#) (Literacy law/dyslexia references)

[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 \(FDOE\)](#)

[Duval County Dyslexia Public School Magnet](#): GRASP Academy

Hawaii

[2010--2 Senate Concurrent Resolution 110: Plan to assist Persons with Dyslexia](#): Requests the establishment of a working group to develop a comprehensive plan to improve awareness of and strengthen support for persons with dyslexia.

  [Link To overview of Comprehensive plan from working group](#) and [Link to full plan](#)

[2013: SCR 120/SD2: Task Force Legislative Report](#): Requires the BOE and DOE to evaluate and report the status of efforts to provide comprehensive support services for students with dyslexia and other literacy challenges.

Iowa

[2014: Chapter 1077: Code 279.68: Senate File 2319: Improving student literacy skills](#): A bill for an act relating to improving student literacy skills, including addressing dyslexia, and providing teacher assistance. Defines dyslexia and provides professional development instruction relating to reading disabilities for school personnel to be provided by the department. A prior statute known as the Early Literacy Law addresses assessment of reading issues. 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](#)

Illinois

2014: [PL 98-075: HB 3700: 105 ILCS 5/2-3.161](#): requires the State Board of Education to adopt rules that incorporate an international definition of dyslexia into the special education provisions of the Administrative Code; 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.

Indiana

2012: [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](#)

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](#)

2015: [House Bill 1108: Dyslexia Definition for Teacher Licensing](#): Defines dyslexia; requires the department of education to develop guidelines for teacher training programs; allows recognition of students whose progress is not at a normal rate related to reading; authorizes referral to a schools multidisciplinary team to determine student special learning needs, including learning needs related to dyslexia; provides for a teacher training program.

2015: [Administrative Rules](#) define reading instruction, 10.13.15: Defines reading instruction to include phonics and phonemic awareness, fluency, vocabulary, comprehension, interventions that are direct, explicit and multi-sensory.

Kansas

2007-2: House Resolution 6021: Dyslexia Study: 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. Related Information: KAR 91-40-1--KDOE Q&A on [LD & Dyslexia](#), [DOE Resources](#), [MTSS & Dyslexia](#), SLD/Dyslexia, [Eligibility](#)

2009: [House Concurrent Resolution 5015](#): Children With Reading Problems: Directs the board of education to take certain actions in relation to children with reading problems, including dyslexia. 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
[Supplemental Note](#)

Kentucky

2005: Read to Achieve: 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. [2013-14: Report](#)

[2012: House Bill 69: Early Childhood Assessment](#): Create a new section of KRS Chapter 158 to define "aphasia," "dyscalculia," "dyslexia," "phonemic awareness," and "scientifically based research." Requires 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, mathematics and behavior; requires 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.

Louisiana

[R.S. 17:7](#) Defines dyslexia; addresses requirements related to dyslexia for SEA and LEAs
[R.S. 12:24.11](#) Universal dyslexia screening and intervention; early elementary grades; pilot project

[R.S. 17:2112\(A\)\(1\)](#) testing for dyslexia

[RS 17:392.1](#) Screening for dyslexia

[RS 47:6301](#) Tuition donation tax rebate

[Louisiana Center for Dyslexia and Related learning Disorders at Nicholls State University](#)

[2010: House Resolution 185: Students](#): Requests Board of Elementary and Secondary Education (BESE) to study issues relative to dyslexia and related disorders. (Same: Senate Resolution 164)

[2010: Senate Concurrent Resolution 62: Board of Elementary and Secondary Education](#): Requests the Board of Elementary and Secondary Education (BESE) to review rules and regulations for the education of dyslexic students and procedures for compliance monitoring of schools and school districts.

[2015: House Resolution 33: Education](#): Requests schools and state and local educational agencies to address the educational implications of dyslexia (Same As Senate Resolution 79)

Massachusetts

MA General Laws, Ch 15A, p.30: Allows waiver of college exams to students with dyslexia.

MA Teacher Licensure Exam for Reading: Tests Teacher Knowledge of Foundations of Language (M-Tel 90) Communication and Literacy Skills Teacher Test [Practice Test](#), [Practice Test Appendix](#)

Maryland

[2015: House Bill 278: Dyslexia Education Program](#): Establishes the Task Force to Study the Implementation of a Dyslexia Education Program; provides for the composition of the Task Force; prohibits a member from receiving compensation but authorizes the reimbursement of expenses; requires the Task Force to study the implementation of dyslexia education program; relates to the appropriate age to begin testing.

Maine

[2015: House Bill 163: Schoolchildren With Dyslexia](#): 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.

Minnesota

2015 [Senate File 278: 125A.01](#): 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.

2015 [HF 359](#): 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.

Missouri

2014: [House Bill 1614: Special Needs Definition for Purposes of Bryces Law](#): 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.

2015, [167.268](#): Policy for reading intervention plans, grades kindergarten through three--contents--state board to develop guidelines--individual reading intervention plan to be developed. (2) 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.

Mississippi

2007: [House Bill 1058: Dyslexia Screening](#): 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.

2011-**2012: [HB 1494](#):** K-12 appropriations funding bill: Includes funds for educator training, including dyslexia for \$300,000

2012: [House Bill 1031](#): 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 DOE: [Dyslexia Handbook](#)

[2013: SB 2347](#): 3rd grade reading proficiency; exemptions for students with disabilities and 504 plans who meet certain criteria.

[2015: House Concurrent Resolution 33: 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.

Nevada

[1983: ACR-54](#): Bulletin No. 85-5: Study of Dyslexia and Other Specific Learning Disabilities. Recommended funding, education, interventions appropriate for students who learn differently and fail to acquire basic skills in reading and writing (64pp, includes surveys)

[2015: Assembly Bill 341: Screening and Intervention for Disabled Children](#): 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.

New Jersey

[2008: Assembly Bill 880/SB 2400: Reading Disabilities Task Force](#): Establishes the New Jersey Reading Disabilities Task Force to study practices for diagnosing, treating, and educating students with reading disabilities and how the state's current statutes and regulations impact these students.

  [Reading Disabilities task force report to governor](#)

[2012: Assembly Bill 3606/SB 2441: Public School Teacher Reading Disability Training](#): Requires the Department of Education to provide professional development opportunities related to reading disabilities; mandates certain school district personnel annually complete 2 hours of professional development relating to reading disabilities.

[2012: Assembly Bill 3608/SB 2439: Definition of Dyslexia in Special Education Programs](#): Directs State Board of Education to incorporate the International Dyslexia Association's definition of dyslexia into provisions of existing law which outline the requirements for the provision of special education programs and services.

[2012: Senate Bill 2442: Screening of Kindergarten Students for Dyslexia](#): 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.

[2012: Senate Resolution 91: Certificate for Teachers of Students with Dyslexia](#): Urges State Board of Education to develop endorsement to instructional certificate for teachers of students with reading disabilities, including dyslexia.

New Hampshire

[2015: CH. 0172, HB 519](#): To establish a committee to study policies which it determines are necessary for dyslexic students. The committee shall report its findings and any recommendations for proposed legislation on or before Nov. 1, 2015. Effective Date: June 26, 2015.

New Mexico

[2009: House Joint Measure 43: Defines Disabilities](#): 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.

[2010: House Bill 230: Special Education](#): Relates to special education; requires interventions for students displaying characteristics of dyslexia; provides that a parent of a student referred to a student assistance team shall be informed of the parent's right to request an initial special education evaluation; requires the Department of Education to provide technical assistance for special education diagnosticians and other special education professionals regarding the formal special education evaluation of students suspected of having dyslexia.

North Carolina

[Report to the Legislature on Dyslexia/Reading](#): 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.

2015: [Dyslexia Topic Brief, NC Public Schools](#) (in response to DOE Guidance on Dyslexia, 11/5/15)

[Higher Education, Foundations of Reading Teacher Licensure Assessment](#)

Ohio

[2011: House Bill 157: Dyslexia Training for k-4 teachers](#): Authorizes educational service centers to provide teacher professional development on dyslexia; provides that if an educational service center in which the territory of a local school district is located is dissolved under certain provisions, the territory of that district shall not constitute part of any educational service center; makes changes relating to college-preparatory boarding school project funding and transportation.

[2011: House Bill 96: Dyslexia](#): Specifies dyslexia as a specific learning disability; directs the superintendent of public instruction to establish a pilot project to provide early screening and intervention services for children with risk factors for dyslexia. [Plan to Implement and Evaluate the Dyslexia Pilot Project](#); [Executive Summary](#); [Year 1 Evaluation Report](#); [Year 2 Evaluation Report](#); Year 3 expected at the end of October 2015.

Oklahoma

[2012: Senate Bill 1565/HB 3073: Schools](#): states the legislative intent that the 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
[Rules to Implement Pilot Program](#)

Oregon

[2015: Chapter 245: Senate Bill 80: State University System](#): adds instruction on dyslexia to requirements for educator preparation programs.

[2015: Senate Bill 612: 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.

Pennsylvania

[2014: House Bill 198: Dyslexia Screening Pilot Program](#): 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. [Fiscal Note: Monies allocated.](#)

Rhode Island

2011: House Resolution 7542/SB 2609: Special Legislative Commission: Creates a special legislative study commission to assess the educational needs of children with reading disabilities and dyslexia.

[2014: House Bill 7447: Children with Dyslexia: Children with Dyslexia](#): 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.

[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.

  [Link to Dyslexia Commission](#)

South Carolina

[2011: SJR 241 South Carolina Dyslexia Task Force](#): Creates the State Dyslexia Task Force to study instructional practices and strategies that benefit students with dyslexia and to examine the ways in which current state policies affect this population.

  [Link to South Carolina Dyslexia Task Force Report](#)

South Dakota

[2009-2010: Dyslexia Handbook/SD DOE](#): Technical Assistance Guide for Dyslexia for Teachers and Parents. Includes definition, screening information, evaluation, intervention methodology, emotional impacts; references and resources.

Tennessee

[2013: HB 1735/Senate Bill 2002: Dyslexia and In Service Training](#): 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 multi-sensory intervention methods and strategies.

Texas

[2003: House Resolution 1790: 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 teaching students with dyslexia using appropriate scientific research and brain-based multi-sensory intervention methods and strategies.

[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.

[2009: House Bill 461: Dyslexia Practitioners Regulation](#): Relates to the regulation of dyslexia practitioners and therapists; provides penalties for violations; relates to multi-sensory structured language education and employment by school districts of qualified practitioners.

[2011: Senate Bill 866: Public School Educator Training and Dyslexia](#): Relates to the 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.

[2011: Senate Bill 867: Testing Accommodations and Dyslexia](#): Relates to testing accommodations for a person with dyslexia taking a licensing examination administered by a state agency.

[2013: House Bill 1264: Number of Public School Dyslexic Students](#): 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.

[2013: House Bill 866: Administration to Public School Students](#): Relates to the administration to public school students in certain grades of state-administered assessment instruments; relates to allowing a school district or open-enrollment charter school to administer to a student an assessment instrument; relates to scores on assessment instruments.

Utah

[2015: Senate Bill 117: Interventions for Reading Difficulties Pilot Program](#): 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.

Virginia

[2010: Senate Joint Resolution 87 Dyslexia](#): Requests the Department of Education to study dyslexia screening for kindergarteners.

  [Link to Reports](#)

Washington

[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.

[Lorraine Wojahn Dyslexia pilot reading program. 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](#)

Office of Superintendent of Public Instruction (OSPI): 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.

2010: SB 6016: Educator Training Handbook: AN ACT Relating to training for educators to identify students with dyslexia; adding a new section to chapter 28A.300 RCW; and creating a new section. Develop an educator training program to enhance the reading, writing, and spelling skills of students with dyslexia. The training program must provide research-based, multisensory literacy intervention professional development in the areas of dyslexia and intervention implementation. The program shall be posted on the web site of the office of the superintendent of public instruction. The training program may be regionally delivered through the educational service districts. The educational service districts may seek assistance from the international nonprofit organization to deliver the training; and develop a dyslexia handbook to be used as a reference for teachers and parents of students with dyslexia.

[Status Report on the Educator Training Program to Improve Instruction of Students with Dyslexia](#)
[Dyslexia Resource Guide](#)
[Funding](#)

Wisconsin

2014: ACT 166:Foundations of Reading Teacher Licensure Exam. 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

[Foundations of Reading Reading Teacher Exam](#)
[Foundations of Reading Information, WDOE](#)

West Virginia

2014: Ch. 57: SB 421/HB 4068: A BILL to amend the Code of West Virginia, 1931, as amended, by adding thereto a new section, designated §18-2-36, relating to the State Board of Education; and requiring the board to define "dyslexia" consistent with International Dyslexia Association's definition to effectuate special education programs and services.

Wyoming

2012: SF 0052: An act relating to reading assessment and intervention; requiring assessment and early intervention for dyslexia and other reading difficulties; requiring a report; and providing for an effective date.

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

National Conference of State Legislatures (NCSL Research)

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

