

Current Laws in Other States							
	Pre-Service	In-Service	Screening and Evaluation		Instruction and Intervention	Resources	Other
	<i>Dyslexia training requirements; student loan forgiveness</i>	<i>In-service or professional development required for teachers or other staff</i>	<i>Who and when</i>	<i>Results--to parents, to the state; next steps</i>	<i>Minimum standards; Individualized Education Plan (IEP) requirements</i>	<i>Guidance; dyslexia specialist (State Education Agency (SEA)/local); advisory group</i>	<i>Definition of dyslexia; legislative findings; pilot program; financial resources</i>
Alaska						Establishes the Legislative Task Force on Reading Proficiency and Dyslexia, a 12-member joint legislative task force, which will submit a final report summarizing its findings and recommendations by March 29, 2019 (2018 HB 64)	
Arizona		Allows teachers and administrators to count reading impairment training toward continuing education credits (Ariz. Rev. Stat. Ann. § 15-219)			Prevents retention based on reading scores if a student is dyslexic; (Ariz. Rev. Stat. Ann. § 15-701)	Allows SEA, subject to State Board, approval to develop and maintain a dyslexia handbook, including guidelines for teachers and parents to identify dyslexia; a description of educational strategies that have been shown to improve the academic performance of pupils with dyslexia; and a description of resources and services that are available to pupils with dyslexia and to teachers and parents of pupils with dyslexia (Ariz. Rev. Stat. Ann. § 15-249.10)	For purposes of promoting a student who does not demonstrate sufficient reading skills when the student has been diagnosed with dyslexia, defines "dyslexia" (Ariz. Rev. Stat. Ann. § 15-701)

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Arkansas	Requires SEA to ensure all state institutions' teacher education programs provide professional awareness on the characteristics of and evidence-based interventions and accommodations for dyslexia (Ark. Code Ann. § 6-41-609)	Requires SEA to ensure each teacher receives professional awareness on the characteristics of and evidence-based interventions and accommodations for dyslexia (Ark. Code Ann. § 6-41-608)	Requires screening of K-2 students, as well as a student who transfers to a new school and has not been screened or a K-3 student who has certain reading difficulties; outlines screening requirements (Ark. Code Ann. § 6-41-603)	-Outlines protocol for administration of Level I and II dyslexia screeners (Ark. Code Ann. § 6-41-603) -When initial screener, level I screening, or level II dyslexia screening indicates a need for dyslexia intervention services, requires parents be notified of the results and provided with information and resource material; parents have right to receive an independent evaluation (Ark. Code Ann. § 6-41-604) -Requires sup'ts to annually report the results of the district screening, and before July 15, requires districts to report on their website or in writing to the parents of each student information concerning the number of students identified with dyslexia (Ark. Code Ann. § 6-41-606)	-Specifies RTI process used to address needs of a student with characteristics of dyslexia, 504 plan, and accommodations where necessary (Ark. Code Ann. § 6-41-603) -Outlines instructional approaches allowed for students in need of intervention services; until there are a sufficient number of dyslexia therapy program graduates, dyslexia therapy may be provided by individuals with SEA-approved training (Ark. Code Ann. § 6-41-605) -Requires districts to report the number of students who received intervention, and the intervention programs used (Ark. Code Ann. § 6-41-606)	-Requires SEA to employ dyslexia specialist and ensure each education service cooperative employs a trained dyslexia specialist; requires districts to have individuals to serve as dyslexia interventionists (Ark. Code Ann. § 6-41-607) -Requires SEA to adopt rules and maintain a committee for the purpose of developing and updating the Arkansas Dyslexia Resource Guide (Ark. Code Ann. § 6-41-610)	Outlines legislative findings related to early diagnosis of dyslexia (Ark. Code Ann. § 6-41-601); defines "Dyslexia" and related terms Ark. Code Ann. § 6-41-602)

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California	Encourages increased emphasis in teacher training programs on the recognition of and teaching strategies for specific learning disabilities, including dyslexia and related disorders (Cal. Educ. Code § 44227.7)	-Allows mandatory staff development program to include use of dyslexia guidelines (Cal. Educ. Code § 52853) -Encourages local in-service training programs for regular education teachers and special education teachers to include the recognition of and teaching strategies for specific learning disabilities, including dyslexia (Cal. Educ. Code § 56245)			-Requires dyslexia guidelines to address "educational services" (Cal. Educ. Code § 56335) -Provides dyslexic students are entitled to special education and related services; if not eligible for special education, requires instruction to be provided in the regular education program with guidelines available for use by teachers and parents to have knowledge of the strategies that can be utilized with pupils for the remediation of the various types of specific learning disabilities (Cal. Educ. Code § 56337.5)	Requires Sup't of Public Instruction to 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; defines "educational services" as evidence-based, multisensory, direct, explicit, structured, and sequential approach to instructing pupils who have dyslexia (Cal. Educ. Code § 56335)	Defines "Specific learning disability" to include dyslexia (Cal. Educ. Code § 56337)
Colorado	Provides the SEA and institutions of higher education should collaborate to develop or affirm minimum standards for teacher preparation programs in the areas of literacy assessment and instructional skills, including dyslexia awareness, identification, and remediation for general and special education (Colo. Rev. Stat. Ann. § 22-2-133)	Allows the SEA to provide technical assistance and training concerning issues faced by students with literacy challenges, including dyslexia and encourages coordination of any technical assistance and training provided with current best practices and work occurring in teacher preparation programs at institutions of higher education (Colo. Rev. Stat. Ann. § 22-2-133)					Defines "Specific learning disability" to include dyslexia (Colo. Rev. Stat. Ann. § 22-20-103)

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Connecticut	-Requires training on the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia, including not fewer than 12 clock hours for teacher preparation programs (Conn. Gen. Stat. Ann. § 10-145a) -Requires supervised practicum hours and instruction in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia for certain special education and reading and language arts instructors (Conn. Gen. Stat. Ann. § 10-145d)	Requires in-service for teachers, administrators, and pupil personnel to include the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia (Conn. Gen. Stat. Ann. § 10-220a)				-Requires Comm'r of Education to designate an SEA employee to provide information and assistance to local and regional boards of education and parents relating to the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia (Conn. Gen. Stat. Ann. § 10-3d) -Requires SEA to develop or approve a reading assessment to identify K-3 students who are below proficiency in reading and assist in identifying, in whole or in part, students at risk for dyslexia (Conn. Gen. Stat. Ann. § 10-14t)	States "Dyslexia" has the same meaning as provided in the Dep't of Education IEP Manual and Forms (Conn. Gen. Stat. Ann. § 10-3d)

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Florida		Requires professional development systems to provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills (Fla. Stat. Ann. § 1012.98)				Creates Learning Gateway demonstration program for parents of children with learning disabilities aimed at improving community awareness and education about the warning signs or precursors of learning problems or disabilities including dyslexia; requires 18 member steering committee to provide policy development, consultation, oversight, and support for the implementation of three demonstration programs and advise the agencies, the Legislature, and the Governor on statewide implementation of system components and issues and on strategies for continuing improvement to the system (Fla. Stat. Ann. § 411.226)	-Creates John M. McKay Scholarships for Students with Disabilities Program, which gives students with disabilities, including dyslexia, the option to attend a public school other than the one to which assigned, or to provide a scholarship to a private school of choice (Fla. Stat. Ann. § 1002.39) -Defines "Exceptional student" as any student who has been determined eligible for a special program in accordance with rules of the SBOE including dyslexia (Fla. Stat. Ann. § 1003.01) -Defines "Student with a disability" as a student who is documented as having a specific learning disability, including dyslexia (Fla. Stat. Ann. § 1007.02)
Illinois	Creates an advisory group to develop a training module or modules to provide education and professional development to teachers, school administrators, and other education professionals regarding multi-sensory, systematic, and sequential instruction in reading (105 Ill. Comp. Stat. Ann. 5/2-3.161)					Requires SBOE to develop and maintain a handbook to be made available on its website that provides guidance for pupils, parents, and teachers on the subject of dyslexia; review the handbook once every 4 years to update, if necessary, the guidelines, educational strategies, or resources and services made available in the handbook (105 Ill. Comp. Stat. Ann. 5/2-3.161)	-Requires SBOE to incorporate statutory definition of dyslexia for both general education and special education (105 Ill. Comp. Stat. Ann. 5/2-3.161) -"Children with Specific Learning Disabilities" defined as children between the ages of 3 and 21 who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, including dyslexia (105 Ill. Comp. Stat. Ann. 5/14-1.03a)

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Indiana	Requires teacher preparation programs to include content on recognizing that a student who is not progressing at a normal rate related to reading may need to be referred to the school's multidisciplinary team to determine the student's special learning needs, including learning needs related to dyslexia (Ind. Code Ann. § 20-28-3-5)	-Allows an education service center that offers in-service training or other teacher training programs to offer courses for teachers on dyslexia screening and appropriate interventions (Ind. Code Ann. § 20-20-1-13) -Requires SEA to ensure each teacher receives professional awareness information on the characteristics of and evidence based interventions and accommodations for dyslexia (Ind. Code Ann. § 20-35.5-7-1)	-Requires reading plan to include indicators to screen for risk factors of dyslexia, using an SEA-approved screening tool; requires screener to include indicators for dyslexia and be reported in the K-2 reading plan (Ind. Code Ann. § 20-35.5-2-1) -Requires screening of K-2 students; a K-2 student who transfers to a new school and has not previously been screened; and students in third grade or higher who has certain reading-related difficulties teacher (Ind. Code Ann. § 20-35.5-2-6; Ind. Code Ann. § 20-35.5-2-8 creates an exception if a parent objects or the student is already receiving intervention services)	-If a student is determined to be at risk, or at some risk, for dyslexia after a screening, requires a school to administer a level I dyslexia screening of the student (Ind. Code Ann. § 20-35.5-2-3) -Allows school to administer a level II dyslexia when it determines a level II dyslexia screening should be administered (Ind. Code Ann. § 20-35.5-2-4; Ind. Code Ann. §§ 20-35.5-2-2 and 20-35.5-2-5 outline required components of level I and II screenings) -If a student's performance on an initial dyslexia screening, level I dyslexia screening, or level II dyslexia screening indicates a need for dyslexia intervention services, requires the school to notify the student's parent of the results of the dyslexia screening and provide the student's parent with certain information and resource materials (Ind. Code Ann. § 20-35.5-3-1) -Requires schools to annually report the number of students who were administered an initial dyslexia screening during the school year and determined to be at risk, or at some risk, for dyslexia (Ind. Code Ann. § 20-35.5-5-1)	-Outlines allowed components of dyslexia interventions (Ind. Code Ann. § 20-35.5-4-1) Requires multidisciplinary team to include information about dyslexia in the student's educational evaluation unless otherwise provided by federal law; if included in a student's educational evaluation, requires information about dyslexia be discussed by the student's case conference committee and included in the student's IEP if determined the information should be included (Ind. Code Ann. § 20-35-4-13) -Requires districts to report on their website information concerning dyslexia intervention programs used during the previous school year; the number of students during the previous school year who received dyslexia intervention; and the total number of students identified with dyslexia during the previous school year (Ind. Code Ann. § 20-35.5-5-2)	-Requires SEA to employ a reading specialist trained in dyslexia; outlines qualifications and responsibilities (Ind. Code Ann. § 20-35.5-6-1) -Requires districts to employ at least one authorized reading specialist trained in dyslexia; allows agreement with a service provider or another district to obtain or share services (Ind. Code Ann. § 20-35.5-6-2; in limited circumstances, Ind. Code Ann. § 20-35.5-6-3 allows for a waiver to hire an individual that does not meet the training requirements) -Requires SEA to develop and update an Indiana dyslexia resource guide; and post it on its website (Ind. Code Ann. § 20-35.5-7-2)	Defines "Dyslexia" (Ind. Code Ann. § 20-18-2-3.5)

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Iowa	Requires the SBOE to adopt rules requiring all higher education institutions providing practitioner preparation to include preparation in reading theory, knowledge, strategies, and approaches and for integrating literacy instruction into content areas; preparation must address all students, including students with dyslexia, regardless of whether such students have been identified as children requiring special education (Iowa Code Ann. § 256.16)		Requires districts to assess all K-3 students at the beginning of each school year for their level of reading or reading readiness using locally determined or statewide assessments; assessment may result in a student being identified as “persistently at risk” in reading, which is defined as not having met the grade-level benchmark on two consecutive screening assessments (Iowa Code Ann. § 279.68)		If funds are appropriated by the General Assembly for such purpose, requires districts to establish a reading enhancement and acceleration development initiative to offer intensive accelerated reading instruction to each K-3 student who is persistently at risk in reading; requires initiative to provide a reading curriculum that assists such students to develop the skills to read at grade level, including strategies that formally address dyslexia, when appropriate (Iowa Code Ann. § 279.68)		
Kansas						Establishes the Legislative Task Force on Dyslexia, a 12-member task force, which is charged with advising and making recommendations to the Governor, the Legislature, and the State Board of Education regarding matters concerning the use of evidence-based practices for students with dyslexia by January 30, 2019 (Kan. Stat. Ann. § 72-8193)	

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Kentucky	Subject to available funds, by the 2019–2020 academic year, requires postsecondary institutions offering teacher preparation programs for elementary and secondary regular education to include instruction on the definition and characteristics of dyslexia; processes for identifying dyslexia; evidence-based interventions and accommodations for dyslexia and other disorders and related literacy and learning challenges; and core elements of a response-to-intervention framework addressing reading, writing, mathematics, and behavior (Ky. Rev. Stat. Ann. § 164.304)	Requires the SEA to develop and maintain a Web-based resource providing teachers access to current, evidence-based research and age-appropriate instructional tools that may be used for substantial, steady improvement in reading when a student is exhibiting characteristics of dyslexia; SEA must collaborate with the Education Professional Standards Board, Council on Postsecondary Education, and other groups as necessary to improve and update professional development opportunities for teachers specifically related to dyslexia (Ky. Rev. Stat. Ann. § 158.307)	Allows local boards to develop a policy addressing the implementation of a program for the identification of and strategies for assisting K-3 students with dyslexia (Ky. Rev. Stat. Ann. § 158.307)	By June 30 of each year, requires each district that developed a policy addressing the implementation of such a program to provide data to the SEA concerning the number of students identified as displaying characteristics of dyslexia and the number identified through the RtI process; the number of K-3 students that were evaluated for dyslexia and were identified with dyslexia; the dyslexia evaluation tools used; the number of K-3 students participating in interventions within the school setting; the process or tools used to evaluate student progress; and the number of trained district personnel or licensed professionals used to administer the dyslexia evaluation tools. (Ky. Rev. Stat. Ann. § 158.307)		Requires the SEA to create a dyslexia toolkit that includes guidance, technical assistance, and training to assist all local districts in the implementation of evidence-based practices for instructing students identified with or displaying characteristics of dyslexia; requires SEA to establish a study project to gather information from three participating districts (one urban, one suburban setting, and one rural setting) on early screening and intervention services for children with characteristics of dyslexia (Ky. Rev. Stat. Ann. § 158.307)	-Requires the SEA to give preferential procurement status to publishers who supply materials in alternative formats for students with disabilities, including recordings for dyslexic students (Ky. Rev. Stat. Ann. § 156.027) -Creates a Dyslexia Trust Fund, which is used to finance grants to local districts for support of students identified with the characteristics of dyslexia (Ky. Rev. Stat. Ann. § 157.19) -Defines "Specific learning disability" to include conditions such as dyslexia (Ky. Rev. Stat. Ann. § 157.200) -Defines "dyslexia" (Ky. Rev. Stat. Ann. § 158.307)

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Louisiana			Requires every K-3 child in public school to be screened at least once for the existence of impediments to a successful school experience, including dyslexia and related disorders (La. Stat. Ann. § 17:392.1) 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, requires referral to the school building level committee for additional testing; Allows local school boards to provide for additional training for school nurses to aid in identifying dyslexic students (La. Stat. Ann. § 17:2112)		Requires city and parish school boards to provide remediation for children with dyslexia or related disorders in an appropriate multi-sensory, intensive phonetic, synthetic to analytic phonics, linguistic, meaning based, systematic, language-based regular education program (La. Stat. Ann. § 17:7)	Not later than January 31, 1991, requires SEA to recommend method of delivery and funding of services to students who are identified as dyslexic, but do not qualify for services under the criteria of eligibility of Bulletin 1508, the Pupil Appraisal Handbook; requires SEA to implement a program under which students are tested for dyslexia and related disorders and, upon the request of a parent, student, school nurse, classroom teacher, or other school personnel with reason to believe a student needs to be tested for dyslexia, referred to the school building level committee for review and referral to pupil appraisal for appropriate services (La. Stat. Ann. § 17:7)	-Defines "dyslexia" (La. Stat. Ann. § 17:7) -Tasks State Board with developing, adopting, and providing for the implementation of a pilot program to provide for universal screening of Pre K-3 students for characteristics of dyslexia and related disorders by January 30, 2009; pilot included universal screening for Pre K-3 students at specified intervals, but not less than twice per year, and an external performance evaluation at the conclusion of the first full year of the pilot program (La. Stat. Ann. § 17:24.11) -In context of tax credit scholarships for qualified students to attend a qualified school, allows earmarking of donated funds for a student with a disability, including dyslexia (La. Stat. Ann. § 47:6301)
Maine			Requires dyslexia screening for K-2 students who have difficulty, as identified by a classroom teacher, with phonological and phonemic awareness; sound-symbol recognition; alphabet knowledge; decoding skills; rapid naming skills; and encoding skills (Me. Rev. Stat. tit. 20-A, § 4710-B)			Creates a dyslexia coordinator position to assist SEA in complying with the provisions of this section and the general education interventions required in the Dep't's special education rules as they pertain to students struggling with reading or showing early indicators of reading difficulty (Me. Rev. Stat. tit. 20-A, § 4710-B)	Defines "dyslexia" (Me. Rev. Stat. tit. 20-A, § 4710-B)

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Michigan							Establishes a grant for 2018-2019 to create a pilot program to use a multisensory structured language education method to improve reading proficiency rates (Mich. Comp. Laws Ann. § 388.1635b)
Minnesota		Requires SEA dyslexia specialist to increase professional awareness and instructional competencies, develop implementation guidance, make recommendations to assist general education and special education teachers to recognize educational needs and to improve literacy outcomes for dyslexic students, including recommendations related to increasing the availability of online and asynchronous professional development programs and materials. (Minn. Stat. Ann. § 120B.122)	Requires districts to identify before the end of kindergarten, first grade, and second grade students who are not reading at grade level and to identify students in third grade or higher who demonstrate a reading difficulty to a classroom teacher (Minn. Stat. Ann. § 120B.12)	As part of each districts' effort to identify students not reading at grade level, requires districts to annually provide a summary of the district's efforts to screen and identify students with dyslexia, using screening tools such as those recommended by the Dep't's dyslexia specialist (Minn. Stat. Ann. § 120B.12)		Requires SEA to employ a dyslexia specialist to provide technical assistance for dyslexia and related disorders and to serve as the primary source of information and support for schools in addressing the needs of students with dyslexia and related disorders; defines and outlines requirements for dyslexia specialist (Minn. Stat. Ann. § 120B.122)	Defines "dyslexia" (Minn. Stat. Ann. § 125A.01)

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Mississippi	Governs the Mississippi Dyslexia Education Forgivable Loan Program, which is available to students seeking a Master's degree in Dyslexia Therapy who will then work in schools helping students with dyslexia (Miss. Code. Ann. § 37-106-71)						-Established dyslexia pilot programs (Miss. Code. Ann. § 37-23-15) -Outlines the Dyslexia Therapy Scholarship for Students with Dyslexia Program, which allows students to enroll in a public or nonpublic school that provides appropriate instruction; dyslexic students are eligible for scholarship to attend a nonpublic school of their choice (Miss. Code. Ann. § 37-173-1 to 29)
Missouri		Beginning in the 2018-19 school year, requires practicing teacher assistance programs to offer and include two hours of in-service training provided by each local district for all practicing teachers in such district regarding dyslexia and related disorders; allows districts to seek assistance from SEA; provides completion of such training shall count as two contact hours of professional development (Mo. Ann. Stat. § 167.950)	Beginning in the 2018-2019 school year, requires schools to conduct dyslexia screenings (Mo. Ann. Stat. § 167.950)		Beginning in the 2018-19 school year, requires each school board to provide reasonable classroom support consistent with the guidelines developed by the SEA (Mo. Ann. Stat. § 167.950)	-Requires SEA to develop a master list of resources for parents of children with an autism spectrum disorder or dyslexia available on its website (Mo. Ann. Stat. § 161.825) -Requires SBOE to develop guidelines for reading intervention plans, including information on screening for and treatment of auditory dyslexia (Mo. Ann. Stat. § 167.268) -Requires SEA to develop guidelines for dyslexia screenings and necessary classroom supports for students with dyslexia drawing on the findings and recommendations of the Legislative Task Force on Dyslexia (Mo. Ann. Stat. § 167.950; Mo. Ann. Stat. § 633.420 governs the Legislative Task Force on Dyslexia)	Allows scholarship granting organizations to provide scholarships to students with an IEP based on a qualifying needs condition, including dyslexia, to cover tuition and fees at a qualified nonpublic school, qualified public school, or qualified service provider (Mo. Ann. Stat. § 161.825)

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Nebraska	Beginning July 1, 2019, requires each teacher education program to include as a part of their initial program course requirements instruction in dyslexia, including knowledge and best practice standards for teaching reading; characteristics of dyslexia and the science of dyslexia; and evidence-based structured literacy interventions, classroom accommodations, and assistive technology for individuals with dyslexia (Neb. Rev. Stat. Ann. § 79-11,158)	Requires technical assistance document to be distributed to all teacher education programs, educational service units, and districts to create statewide awareness among educators; requires technical assistance document to be referenced in the Dep't's rules and regulations regarding approval of teacher education programs, special education, and accreditation of schools (Neb. Rev. Stat. Ann. § 79-11,157)		Prohibits a district from requiring a student who exhibits characteristics of dyslexia to obtain a medical diagnosis to receive intervention. (Neb. Rev. Stat. Ann. § 79-11,156)	Beginning with the 2018-19 school year, requires that, unless otherwise provided in an IEP for a student receiving special education services, each student identified as exhibiting characteristics of dyslexia receive evidence-based structured literacy instruction implemented with fidelity using a multisensory approach as provided in the technical assistance document for dyslexia adopted and promulgated by the SEA (Neb. Rev. Stat. Ann. § 79-11,156)	Requires SEA to develop and distribute a technical assistance document for dyslexia, which provides information about the characteristics of dyslexia; associated conditions of dyslexia; indicators of dyslexia; and the screening, progress monitoring, evaluation, instruction, and intervention for dyslexia, including guidance for evidence-based structured literacy instruction to be implemented with fidelity using a multisensory approach. (Neb. Rev. Stat. Ann. § 79-11,157)	-Defines "dyslexia"; includes dyslexia in the definition of "specific learning disability" (Neb. Rev. Stat. Ann. § 79-1118.01) -Statement of legislative intent that 1) School boards develop policies to facilitate reading instruction and intervention services to address student reading needs, including, but not limited to, dyslexia; 2) All K-3 teachers should be effective reading teachers; 3) Each student and his or her parents or guardians be informed of the student's reading progress; and 4) Each student in a public school be able to read at or above grade level by third grade. (Neb. Rev. Stat. Ann. § 79-2602)

Current Laws in Other States							
	Pre-Service	In-Service	Screening and Evaluation		Instruction and Intervention	Resources	Other
	<i>Dyslexia training requirements; student loan forgiveness</i>	<i>In-service or professional development required for teachers or other staff</i>	<i>Who and when</i>	<i>Results--to parents, to the state; next steps</i>	<i>Minimum standards; Individualized Education Plan (IEP) requirements</i>	<i>Guidance; dyslexia specialist (State Education Agency (SEA)/local); advisory group</i>	<i>Definition of dyslexia; legislative findings; pilot program; financial resources</i>
Nevada	Requires training on how to identify a pupil who is at risk for dyslexia or related disorders as a condition of teacher and administrator licensure (Nev. Rev. Stat. Ann. § 391.037)		Requires early literacy screening assessments to each K-3 pupil who has indicators for dyslexia and needs intervention (Nev. Rev. Stat. Ann. § 388.441)	Requires additional testing and a comprehensive evaluation if the response to scientific, research-based intervention system of instruction determines a pupil needs additional screening to determine whether the pupil has a specific learning disability, including dyslexia (Nev. Rev. Stat. Ann. § 388.441)	-Where an assessment confirms that a pupil has indicators for dyslexia, requires a pupil's needs to be addressed through the response to scientific, research-based intervention system of instruction (Nev. Rev. Stat. Ann. § 388.441) -Outlines the requirements for developing an IEP for a pupil with dyslexia (Nev. Rev. Stat. Ann. § 388.443)	-Requires the SBOE to set minimum standards for pupils with disabilities, including standards for programs of instruction or special services maintained for pupils with "specific learning disabilities," which is defined to include dyslexia; specifies minimum standards for dyslexic pupils (Nev. Rev. Stat. Ann. § 388.419) -Requires schools to designate a licensed teacher to receive training in effective methods of intervention for pupils with dyslexia (Nev. Rev. Stat. Ann. § 388.445) -Requires SEA to prepare and publish a Dyslexia Resource Guide to use to identify and provide dyslexia intervention for pupils with dyslexia (Nev. Rev. Stat. Ann. § 388.447)	Defines "dyslexia" and "dyslexia intervention"; dyslexia included in definition of "specific learning disability" (Nev. Rev. Stat. Ann. § 388.417)

Current Laws in Other States							
	Pre-Service	In-Service	Screening and Evaluation		Instruction and Intervention	Resources	Other
	<i>Dyslexia training requirements; student loan forgiveness</i>	<i>In-service or professional development required for teachers or other staff</i>	<i>Who and when</i>	<i>Results--to parents, to the state; next steps</i>	<i>Minimum standards; Individualized Education Plan (IEP) requirements</i>	<i>Guidance; dyslexia specialist (State Education Agency (SEA)/local); advisory group</i>	<i>Definition of dyslexia; legislative findings; pilot program; financial resources</i>
New Hampshire	Requires the reading specialist and the Council for Teacher Education to collaborate to ensure teacher education programs provide professional awareness of best practices on recognition of the characteristics of and evidence-based interventions and accommodations for dyslexia and related disorders and dysgraphia (N.H. Rev. Stat. Ann. § 200:61)	Requires SEA reading specialist to ensure teachers and school administrators have access to materials to support the same professional awareness training, and develop and publish a reading support resource guide to be used by districts as a resource (N.H. Rev. Stat. Ann. § 200:62)	Requires dyslexia screening for all public school students upon enrollment in public school kindergarten or first grade, and at appropriate times thereafter to monitor progress; requires such screening to be completed by November 30 of each school year (N.H. Rev. Stat. Ann. § 200:59)	Requires parents of students identified as having characteristics that are associated with potential indicators or risk factors of dyslexia and related disorders receive notice, screening information and findings, and periodic formal screening results based on individual written intervention and support plans developed with the student's parents; allows parent to submit independent evaluation results for consideration (N.H. Rev. Stat. Ann. § 200:59)	Requires age-appropriate, evidence-based, intervention strategies for any student identified as having characteristics that are associated with potential indicators or risk factors of dyslexia and related disorders (N.H. Rev. Stat. Ann. § 200:59)	Requires SEA to employ a reading specialist to provide districts with the support and resources necessary to assist students with dyslexia and related disorders and their families; requires the Comm'r to annually submit a report assessing the effectiveness of the reading specialist in complying with the requirements of the statute, to the Speaker of the House, the Senate President, the chairs of the House and Senate Education committees, and the Governor (N.H. Rev. Stat. Ann. § 200:60)	Defines "dyslexia" and "potential indicators or risk factors of dyslexia and related disorders" (N.H. Rev. Stat. Ann. § 200:58)
New Jersey		-Requires SEA to provide professional development opportunities related to reading disabilities, including dyslexia, to district personnel (N.J. Stat. Ann. § 18A:6-130) -Requires certain teaching staff to annually complete at least two hours of professional development instruction on the screening, intervention, accommodation, and use of technology for students with reading disabilities, including dyslexia (N.J. Stat. Ann. § 18A:6-131)	Requires local boards of education to ensure each student who has exhibited one or more potential indicators of dyslexia or other reading disabilities is screened for dyslexia no later than a student's completion of the first semester of the second grade; provides for screening to be administered by a teacher or other teaching staff member properly trained in the screening process for dyslexia and other reading disabilities (N.J. Stat. Ann. § 18A:40-5.3)	Requires local boards of education to ensure a student receives a comprehensive assessment if a screening shows the student possesses one or more potential indicators of dyslexia or other reading disability (N.J. Stat. Ann. § 18A:40-5.4)	Requires local boards of education to ensure a student receives appropriate evidence-based intervention strategies if an assessment confirms a diagnosis of dyslexia or other reading disability (N.J. Stat. Ann. § 18A:40-5.4)	Requires the Comm'r of Education to distribute information on screening instruments available to identify students who possess one or more potential indicators of dyslexia or other reading disabilities, as well as guidance on appropriate intervention strategies for students diagnosed with dyslexia or other reading disabilities (N.J. Stat. Ann. § 18A:40-5.2)	-Defines "potential indicators of dyslexia or other reading disabilities" (N.J. Stat. Ann. § 18A:40-5.1) -Requires the SBOE to promulgate regulations that incorporate the International Dyslexia Association's definition of dyslexia into chapter 14 of Title 6A of the New Jersey Administrative Code. (N.J. Stat. Ann. § 18A:46-55) -Defines "Learning disability" to include dyslexia (N.J. Stat. Ann. § 18A:72H-3) -Designates October as "Dyslexia Awareness Month" (N.J. Stat. Ann. § 36:2-311)

Current Laws in Other States

	Pre-Service	In-Service	Screening and Evaluation		Instruction and Intervention	Resources	Other
	<i>Dyslexia training requirements; student loan forgiveness</i>	<i>In-service or professional development required for teachers or other staff</i>	<i>Who and when</i>	<i>Results--to parents, to the state; next steps</i>	<i>Minimum standards; Individualized Education Plan (IEP) requirements</i>	<i>Guidance; dyslexia specialist (State Education Agency (SEA)/local); advisory group</i>	<i>Definition of dyslexia; legislative findings; pilot program; financial resources</i>
New Mexico		Requires professional development for teachers and administrators regarding research-based reading instruction for students at risk for reading failure and displaying the characteristics of dyslexia; requires training of special education teachers to provide appropriate specialized reading instruction for students who are identified with dyslexia as a specific learning disability and who are eligible for special education services (N.M. Stat. Ann. § 22-13-32)	Requires referral of a student who demonstrates characteristics of dyslexia and is having difficulty learning to read, write, spell, understand spoken language or express thoughts clearly to a student assistance team (N.M. Stat. Ann. § 22-13-32)	Requires notice to parents of referral and of their right to request an evaluation (N.M. Stat. Ann. § 22-13-32)	Requires provision of timely, appropriate, systematic, scientific, research-based interventions with progress monitoring to determine the student's response or lack of response (N.M. Stat. Ann. § 22-13-32)	Requires the SEA to provide lists of recommended teacher professional development materials and opportunities for teachers and administrators, as well as technical assistance for special education diagnosticians and other special education professionals regarding the formal special education evaluation of students suspected of having a specific learning disability, such as dyslexia (N.M. Stat. Ann. § 22-13-32)	Defines "dyslexia" (N.M. Stat. Ann. § 22-13-6)
New York						Requires the Comm'r of Education to issue a guidance memorandum in cooperation with stakeholders and other interested parties, to every district and board of cooperative educational services to inform them of the unique educational needs of students with dyslexia, dyscalculia, and dysgraphia (N.Y. Educ. Law § 305)	
North Carolina		Requires the SBOE to ensure ongoing professional development opportunities for school personnel on the identification of and intervention for specific learning disabilities (2017 HB 149, took effect July 20, 2017)	Requires local boards of education to review diagnostic tools and screening instruments for specific learning disabilities and determine if additional diagnostic and screening tools are needed (2017 HB 149, took effect July 20, 2017)			Requires the SBOE to define dyslexia as a part of its policies for specific learning disabilities and provide information for parents and others on support for children with dyslexia (2017 HB 149, took effect July 20, 2017)	

Current Laws in Other States							
	Pre-Service	In-Service	Screening and Evaluation		Instruction and Intervention	Resources	Other
	<i>Dyslexia training requirements; student loan forgiveness</i>	<i>In-service or professional development required for teachers or other staff</i>	<i>Who and when</i>	<i>Results--to parents, to the state; next steps</i>	<i>Minimum standards; Individualized Education Plan (IEP) requirements</i>	<i>Guidance; dyslexia specialist (State Education Agency (SEA)/local); advisory group</i>	<i>Definition of dyslexia; legislative findings; pilot program; financial resources</i>
Ohio		Allows an educational service center or, alternatively, a group of local districts within the service center's territory, to engage the services of a dyslexia specialist to provide training for teachers of grades kindergarten to four on the indicators of dyslexia and the types of instruction that children with dyslexia need to learn, read, write, and spell; allows districts or schools to require the training authorized under this section for its teachers as part of the district's or school's regular in-service training programs (Ohio Rev. Code Ann. § 3319.80)					-Designates October as "Dyslexia Awareness Month" (Ohio Rev. Code Ann. § 5.2294) -Defines "dyslexia" and "dyslexia specialist" (Ohio Rev. Code Ann. § 3319.80) Defines "Child with a disability" to include dyslexia (Ohio Rev. Code Ann. § 3323.01) -Established a three-year pilot project in three districts (one urban, one suburban, and one rural) to provide early screening and intervention services for children with risk factors for dyslexia with the goals of evaluating the effectiveness of early reading assistance programs for children with risk factors for dyslexia and whether those programs can reduce future special education costs (Ohio Rev. Code Ann. § 3323.25)

Current Laws in Other States

	Pre-Service	In-Service	Screening and Evaluation		Instruction and Intervention	Resources	Other
	<i>Dyslexia training requirements; student loan forgiveness</i>	<i>In-service or professional development required for teachers or other staff</i>	<i>Who and when</i>	<i>Results--to parents, to the state; next steps</i>	<i>Minimum standards; Individualized Education Plan (IEP) requirements</i>	<i>Guidance; dyslexia specialist (State Education Agency (SEA)/local); advisory group</i>	<i>Definition of dyslexia; legislative findings; pilot program; financial resources</i>
Oklahoma	Requires the SBOE and the Commission for Educational Quality and Accountability, in collaboration with the Oklahoma State Regents for Higher Education, to ensure all teachers of early childhood education, elementary education, and special education are provided quality training in intervention, instruction, and remediation strategies for K-3 students who are determined to be at risk of reading difficulties, including students with handicapping conditions and learning disabilities, such as dyslexia (Okla. Stat. Ann. tit. 70, § 1210.508F)						-Defines "Specific learning disability" to include dyslexia (Okla. Stat. Ann. tit. 70, § 18-109.5) -Established a comprehensive dyslexia teacher training pilot program aimed at training higher education faculty to teach multi-sensory structured reading education for students with dyslexia to teacher candidates enrolled in the elementary, early elementary, and special education programs (Okla. Stat. Ann. tit. 70, § 7001)
Oregon	Requires the Teacher Standards and Practices Commission to establish standards for an educator preparation program for early childhood education, elementary education, special education or reading that provides instruction on dyslexia and other reading difficulties consistent with the knowledge and practice standards of an international organization on dyslexia (Or. Rev. Stat. Ann. § 342.147)	Requires districts to ensure at least one teacher in each elementary school has received training related to dyslexia (Or. Rev. Stat. Ann. § 326.726)	Requires districts to ensure every student is screened for risk factors of dyslexia either in kindergarten or, if the student first enrolls in a public school for first grade, in first grade (Or. Rev. Stat. Ann. § 326.726)			Requires the SEA to designate a dyslexia specialist, who will provide districts with support and resources necessary to assist students with dyslexia and their families; annually develop a list of training opportunities related to dyslexia; identify cost-effective screening tests; and develop guidance regarding best practices for assisting students identified as showing risk factors for being at risk for reading difficulties, including dyslexia (Or. Rev. Stat. Ann. § 326.726)	Establishes the Network of Quality Teaching and Learning, which provides funds to districts, among other purposes, to ensure a sufficient number of K-5 teachers have received training to understand and recognize dyslexia and to implement appropriate instruction (Or. Rev. Stat. Ann. § 342.950)

Current Laws in Other States

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	<i>Dyslexia training requirements; student loan forgiveness</i>	<i>In-service or professional development required for teachers or other staff</i>	<i>Who and when</i>	<i>Results--to parents, to the state; next steps</i>	<i>Minimum standards; Individualized Education Plan (IEP) requirements</i>	<i>Guidance; dyslexia specialist (State Education Agency (SEA)/local); advisory group</i>	<i>Definition of dyslexia; legislative findings; pilot program; financial resources</i>
Pennsylvania							-Defines "dyslexia" (24 Pa. Stat. Ann. § 1-102) -Governs the Dyslexia and Early Literacy Intervention Pilot Program, which is aimed at providing evidence-based early screening and multi-tier support systems, using evidence-based intervention services for students with potential risk factors for early reading deficiencies and dyslexia; requires participating districts to screen K-3 students three times per school year (24 Pa. Stat. Ann. § 17-1701-C to 1705-C; 2018 legislation expanded the pilot from 3 to 5 years and the number of participating districts from 3 to 8)
Rhode Island							Literacy and Dropout Prevention Act specifies the literacy program must include strategies that formally address dyslexia, as well as no-cost training and professional development services to enhance the skills of elementary teachers in the use of evidence-based strategies to improve the literacy skills of students with dyslexia (16 R.I. Gen. Laws Ann. § 16-67-2)

Current Laws in Other States

	Pre-Service	In-Service	Screening and Evaluation		Instruction and Intervention	Resources	Other
	<i>Dyslexia training requirements; student loan forgiveness</i>	<i>In-service or professional development required for teachers or other staff</i>	<i>Who and when</i>	<i>Results--to parents, to the state; next steps</i>	<i>Minimum standards; Individualized Education Plan (IEP) requirements</i>	<i>Guidance; dyslexia specialist (State Education Agency (SEA)/local); advisory group</i>	<i>Definition of dyslexia; legislative findings; pilot program; financial resources</i>
South Carolina		Requires the SEA to provide appropriate professional development training and resources for all educators in the area of identification of, and evidence-based intervention methods for, students who are at risk of experiencing academic difficulties, including students with dyslexia (S.C. Code Ann. § 59-33-530)	Beginning with the 2019-2020 school year, requires local districts to screen each K-1 student three times each school year and as needed in second grade for reading difficulties, including dyslexia, and the need for intervention; allows parent or guardian, teacher, counselor, or school psychologist to request screening (S.C. Code Ann. § 59-33-520)	Requires districts to convene a school-based team to analyze screening data and progress monitoring data to assist teachers in planning and implementing appropriate instruction and evidence-based interventions for all students who, based on the screening, are at risk of experiencing academic difficulties, including those students who exhibit the characteristics of dyslexia; if a student is at risk for experiencing academic difficulties, including dyslexia, requires districts to notify the parent or legal guardian of the student; provide the parent or legal guardian of the student with information and resource material to assist and support learning for their child (S.C. Code Ann. § 59-33-520) Requires districts to annually report certain information concerning screening to the SEA (S.C. Code Ann. § 59-33-540)	If a student is at risk for experiencing academic difficulties, including dyslexia, requires districts to provide the student with tiered, evidence-based intervention; and to monitor and evaluate the effectiveness of the intervention and the student's progress. (S.C. Code Ann. § 59-33-520)	-Requires SEA to establish and provide training and support for a statewide MTSS framework that must contain a common data-based problem-solving model, on-going student assessment, and a layered continuum of supports using evidence-based practices (S.C. Code Ann. § 59-33-520) -Establishes the Learning Disorders Task Force for the purpose of working with the Dep't in matters relating to reading disorders to include, but not be limited to, dyslexia (S.C. Code Ann. § 59-33-550)	-Defines "Learning disabilities pupils" to include dyslexia (S.C. Code Ann. § 59-21-510) -Defines "Dyslexia-specific intervention" (S.C. Code Ann. § 59-33-510)

Current Laws in Other States

	Pre-Service	In-Service	Screening and Evaluation		Instruction and Intervention	Resources	Other
	<i>Dyslexia training requirements; student loan forgiveness</i>	<i>In-service or professional development required for teachers or other staff</i>	<i>Who and when</i>	<i>Results--to parents, to the state; next steps</i>	<i>Minimum standards; Individualized Education Plan (IEP) requirements</i>	<i>Guidance; dyslexia specialist (State Education Agency (SEA)/local); advisory group</i>	<i>Definition of dyslexia; legislative findings; pilot program; financial resources</i>
Tennessee		-Requires SEA to provide appropriate professional development resources for educators in the area of identification of and intervention methods for students with dyslexia (Tenn. Code Ann. § 49-1-229) -Requires SEA to collaborate with institutions of higher education to provide kindergarten through 12th grade educators and teachers Web-based or in-person training concerning effective instruction for teaching students with dyslexia using appropriate scientific research and brain-based multi-sensory intervention methods and strategies (Tenn. Code Ann. § 49-6-3004)	Requires universal screening of students as well as screening upon request of a student's parent or guardian, teacher, counselor, or school psychologist (Tenn. Code Ann. § 49-1-229)	Following the universal screening procedures, requires schools to form a school-based problem-solving team to analyze screening and progress monitoring data to assist teachers in planning and implementing appropriate instruction and evidence-based interventions for all students, including those students who exhibit the characteristics of dyslexia; if a student has characteristics of dyslexia, requires school to provide notice to the student's parent or legal guardian, as well as information and resource material regarding dyslexia (Tenn. Code Ann. § 49-1-229)	If a student has characteristics of dyslexia, requires school to provide the student with appropriate tiered dyslexia-specific intervention and monitor the student's progress using a tool designed to measure the effectiveness of the intervention (Tenn. Code Ann. § 49-1-229)	Requires the SEA to develop procedures for identifying characteristics of dyslexia through the universal screening process required by the existing RtI2 framework or other available means; creates a dyslexia advisory council for the purpose of advising the SEA in matters relating to dyslexia. (Tenn. Code Ann. § 49-1-229)	

Current Laws in Other States							
	Pre-Service	In-Service	Screening and Evaluation		Instruction and Intervention	Resources	Other
	<i>Dyslexia training requirements; student loan forgiveness</i>	<i>In-service or professional development required for teachers or other staff</i>	<i>Who and when</i>	<i>Results--to parents, to the state; next steps</i>	<i>Minimum standards; Individualized Education Plan (IEP) requirements</i>	<i>Guidance; dyslexia specialist (State Education Agency (SEA)/local); advisory group</i>	<i>Definition of dyslexia; legislative findings; pilot program; financial resources</i>
Texas	<p>-Provides minimum academic qualifications to obtain a certificate that requires a person to possess a bachelor's degree must also require that the person receive instruction in detection and education of students with dyslexia (Tex. Educ. Code Ann. § 21.044)</p> <p>-To be eligible for a master reading teacher certificate, requires a person to satisfactorily complete a knowledge-based and skills-based course of instruction on the science of teaching children to read that includes training in identification of dyslexia and related reading disorders and effective reading instruction techniques for students with those disorders (Tex. Educ. Code Ann. § 21.0481)</p>	<p>Requires continuing education requirements for an educator who teaches students with dyslexia to include training regarding new research and practices in educating students with dyslexia (Tex. Educ. Code Ann. § 21.054)</p>	<p>-Requires screening of all students "at appropriate times" in accordance with a program approved by the SBOE, and at a minimum all kindergarten and first grade students must be screened at the end of the school year. (Tex. Educ. Code Ann. § 38.003; Tex. Educ. Code Ann. § 7.102 also requires the State Board to adopt rules and standards necessary to administer this section and to approve a program for testing students for dyslexia.)</p> <p>-Specifies screenings should be performed only by "individuals/professionals who are trained to assess students for dyslexia and related disorders" (Texas Administrative Code § 74.28)</p> <p>-Requires SEA to annually develop a list of training opportunities regarding dyslexia that satisfy continuing education course requirements, including at least one online course; lists training requirements (Tex. Educ. Code Ann. § 38.0032)</p>	<p>-Requires a district to notify the parent or guardian of students at risk for dyslexia or other reading difficulties (Tex. Educ. Code Ann. § 28.006)</p> <p>-Unless otherwise provided by law, prohibits a student determined to have dyslexia during screening or testing or accommodated because of dyslexia from being rescreened or retested for dyslexia for the purpose of reassessing the student's need for accommodations until the district reevaluates the information obtained from previous screening or testing of the student (Tex. Educ. Code Ann. § 38.003)</p>	<p>-Requires districts to have a district improvement plan with strategies for improvement of student performance that include dyslexia treatment programs (Tex. Educ. Code Ann. § 11.252)</p> <p>-Requires a district to implement an accelerated reading instruction program that provides reading instruction that addresses reading deficiencies to students at risk for dyslexia or other reading difficulties (Tex. Educ. Code Ann. § 28.006)</p> <p>-Requires consideration of a dyslexic student's potential for academic achievement or proficiency for purposes of determining whether to promote a student in a course or grade level (Tex. Educ. Code Ann. § 28.021)</p> <p>-Allows accommodations for dyslexic students on standardized assessment tests (Tex. Educ. Code Ann. §§ 39.023 and 39.027)</p>	<p>-Requires each regional education service center to employ a dyslexia specialist to provide support and resources necessary to assist students and the families of students with dyslexia (Tex. Educ. Code Ann. § 8.061)</p> <p>-Requires the SEA to establish a committee to develop a plan for integrating technology into the classroom to help accommodate students with dyslexia (Tex. Educ. Code Ann. § 38.0031)</p>	<p>-Establishes a grant program to districts and open-enrollment charter schools that provide innovative services to students with dyslexia (Tex. Educ. Code Ann. § 29.027)</p> <p>-Defines "dyslexia" (Tex. Educ. Code Ann. § 38.003)</p> <p>-Requires districts 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 (Tex. Educ. Code Ann. § 42.006)</p> <p>-Allows funds from the Compensatory Education Allotment to be used to fund in proportion to the percentage of students served by the program a program for treatment of students who have dyslexia or a related disorder (Tex. Educ. Code Ann. § 42.152)</p> <p>-Governs licensure of "licensed dyslexia practitioners" and "licensed dyslexia therapists" (Tex. Occ. Code Ann. §§ 403.101 through 403.209)</p>
Utah							<p>Established the Interventions for Reading Difficulties Pilot Program to provide specific evidence-based literacy interventions using MTSS for K-5 students who are at risk for or experiencing a reading difficulty, including dyslexia; defines "dyslexia" (Utah Code Ann. § 53F-5-203)</p>

Current Laws in Other States

	Pre-Service	In-Service	Screening and Evaluation		Instruction and Intervention	Resources	Other
	<i>Dyslexia training requirements; student loan forgiveness</i>	<i>In-service or professional development required for teachers or other staff</i>	<i>Who and when</i>	<i>Results--to parents, to the state; next steps</i>	<i>Minimum standards; Individualized Education Plan (IEP) requirements</i>	<i>Guidance; dyslexia specialist (State Education Agency (SEA)/local); advisory group</i>	<i>Definition of dyslexia; legislative findings; pilot program; financial resources</i>
Virginia	<p>-Requires regulations governing teacher licensure to require every person seeking initial licensure or renewal of a license to complete awareness training, provided by the SEA, on the indicators of dyslexia and the evidence-based interventions and accommodations for dyslexia (Va. Code Ann. § 22.1-298.1)</p> <p>-Requires the SEA to collaborate with the State Council of Higher Education for Virginia to ensure all teacher preparation programs offered at public institutions of higher education or otherwise available convey information on the identification of students at risk for learning disabilities, including dyslexia (Va. Code Ann. § 22.1-298.4)</p> <p>-Requires education preparation programs that lead to a degree, concentration, or certificate for reading specialists to include a program of coursework and other training in the identification of and the appropriate interventions, accommodations, and teaching techniques for students with dyslexia or a related disorder (Va. Code Ann. § 23.1-902.1)</p>					Requires each local school board to employ a reading specialist with training in the identification of and the appropriate interventions, accommodations, and teaching techniques for students with dyslexia or a related disorder and who will serve as an advisor on dyslexia and related disorders (Va. Code Ann. § 22.1-253.13:2)	

Current Laws in Other States

	Pre-Service	In-Service	Screening and Evaluation		Instruction and Intervention	Resources	Other
	<i>Dyslexia training requirements; student loan forgiveness</i>	<i>In-service or professional development required for teachers or other staff</i>	<i>Who and when</i>	<i>Results--to parents, to the state; next steps</i>	<i>Minimum standards; Individualized Education Plan (IEP) requirements</i>	<i>Guidance; dyslexia specialist (State Education Agency (SEA)/local); advisory group</i>	<i>Definition of dyslexia; legislative findings; pilot program; financial resources</i>
Washington			<p>-Beginning with the 2018-19 school year, as part of the annual student assessment inventory, requires districts that screen students for indicators of, or areas of weakness associated with, dyslexia to report the number of students and grade levels of the students screened, disaggregated by student subgroups (Wash. Rev. Code Ann. § 28A.320.0003)</p> <p>-Beginning in the 2021-2022 school year, requires districts to screen K-2 students for dyslexia using screening tools and resources that exemplify best practices. (Wash. Rev. Code Ann. § 28A.320.0002; Wash. Rev. Code Ann. § 28A.300.0004 allows the Sup't to adopt rules to implement the screenings, including a timeline for districts, the frequency of conducting the screenings, and training for districts staff conducting the screenings)</p>	<p>Requires districts to provide notice to parents and family of the identified indicators and areas of weakness, the plan for using MTSS to provide supports and interventions, information relating to dyslexia and resources for parental support, and regular updates on the student's progress (Wash. Rev. Code Ann. § 28A.320.0002)</p>	<p>Beginning in the 2021-22 school year, requires districts to use MTSS to provide evidence-based multisensory structured literacy interventions to K-2 students who display indications of, or areas of weakness associated with, dyslexia; requires interventions to be provided by an educator trained in instructional methods specifically targeting students' areas of weakness; whenever possible, requires student supports be provided in the general education classroom; if, after receiving the initial tier of student support, a student requires interventions, allows district to provide the interventions in either the general education classroom or a learning assistance program setting; if after receiving interventions, a student continues to have indications of, or areas of weakness associated with, dyslexia, requires the district to recommend to the student's parents and family that the student be evaluated for dyslexia or a specific learning disability (Wash. Rev. Code Ann. § 28A.320.0002)</p>	<p>-Requires the Sup't of Public Instruction to develop an educator training program and a dyslexia handbook, require annual district reports on the number of individuals who participate in the training (Wash. Rev. Code Ann. § 28A.300.530)</p> <p>-By 2019, requires the Sup't to identify dyslexia screening tools and resources; list the screening tools and resources on the agency's website; review and update the list (Wash. Rev. Code Ann. § 28A.300.0001)</p> <p>-Establishes Dyslexia Advisory Council (Wash. Rev. Code Ann. § 28A.300.0002)</p> <p>-Requires the Sup't to make available to districts best practices for screenings, using MTSS to provide interventions, and addressing the needs of students above grade two who show indications of, or areas of weakness associated with, dyslexia, sample educational information for parents (by 2021); revise the best practices and sample educational information, provide information from the 2021-2022 school year on screenings and interventions to the House and Senate Education Committees (by 2022) (Wash. Rev. Code Ann. § 28A.300.0003)</p>	<p>Defines "dyslexia" (Wash. Rev. Code Ann. § 28A.320.0001)</p>

Current Laws in Other States

	Pre-Service	In-Service	Screening and Evaluation		Instruction and Intervention	Resources	Other
	<i>Dyslexia training requirements; student loan forgiveness</i>	<i>In-service or professional development required for teachers or other staff</i>	<i>Who and when</i>	<i>Results--to parents, to the state; next steps</i>	<i>Minimum standards; Individualized Education Plan (IEP) requirements</i>	<i>Guidance; dyslexia specialist (State Education Agency (SEA)/local); advisory group</i>	<i>Definition of dyslexia; legislative findings; pilot program; financial resources</i>
West Virginia							Includes certain legislative findings on dyslexia and dyscalculia and states the State Board is responsible for ensuring all students receive the necessary and appropriate screenings, evaluations, and early assessments for specific learning disabilities, including dyslexia and dyscalculia, and providing ongoing information and education to parents regarding specific learning disabilities, including dyslexia and dyscalculia, and the services available to students with such disabilities (W. Va. Code Ann. § 18-20-10)

Current Laws in Other States							
	Pre-Service	In-Service	Screening and Evaluation		Instruction and Intervention	Resources	Other
	<i>Dyslexia training requirements; student loan forgiveness</i>	<i>In-service or professional development required for teachers or other staff</i>	<i>Who and when</i>	<i>Results--to parents, to the state; next steps</i>	<i>Minimum standards; Individualized Education Plan (IEP) requirements</i>	<i>Guidance; dyslexia specialist (State Education Agency (SEA)/local); advisory group</i>	<i>Definition of dyslexia; legislative findings; pilot program; financial resources</i>
Wyoming			Requires districts to implement a reading screening program, including prescreening for dyslexia and other reading difficulties, which must include a reading assessment plan using screening instruments administered to all K-3 students (Wyo. Stat. Ann. § 21-3-401)	Requires districts to annually report to the SEA on the progress of each of its schools toward reaching the goal of 85.0 percent of all students reading at grade level by third grade, including longitudinal data on all K-3 students, the percentage of students meeting or exceeding proficiency levels for the reporting period, and the aggregate number of students identified by the screening instruments in each district by grade (Wyo. Stat. Ann. § 21-3-401)	Requires districts to design and implement a plan for implementation of research-based core curricula and evidenced-based interventions to meet the needs of all students; requires program to be multi-tiered and include various interventions to facilitate remediation of any reading difficulty as early as possible; requires students not showing appropriate reading competence to be placed on an individualized reading plan to remedy the reading related difficulty utilizing an appropriate evidence based intervention program, which may include a group reading plan (exception for students with an IEP that addresses reading difficulties (Wyo. Stat. Ann. § 21-3-401)	Requires the State Sup't to consult with Wyoming districts, professionals in the area of dyslexia and other reading difficulties, and other appropriate stakeholders to promulgate rules and regulations as necessary to administer the reading assessment and intervention program (Wyo. Stat. Ann. § 21-3-401)	

RtI Response to Intervention or Instruction
MTSS Multi-tier system of supports