



National Center on
Improving Literacy



THE STATE OF DYSLEXIA IN THE UNITED STATES

ANNUAL REPORT **2026**

A state-by-state review of laws addressing dyslexia — from targeted legislation to broader literacy policy — and their impact on families and educators.

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INTRODUCTION

Over the first quarter of the 21st century, an increasing number of state legislatures across the United States have recognized the importance of codifying protections for individuals with, or at-risk for, dyslexia. Dyslexia, which affects as many as 17% of the population, is a language-based disorder in which individuals often have trouble recognizing words accurately and quickly, which can make spelling and sounding out words difficult (International Dyslexia Association, n.d.).

According to the latest definition from the International Dyslexia Association (IDA):

“Dyslexia is a specific learning disability characterized by difficulties in word reading and/or spelling that involve accuracy, speed, or both and vary depending on the orthography. These difficulties occur along a continuum of severity and persist even with instruction that is effective for the individual’s peers. The causes of dyslexia are complex and involve combinations of genetic, neurobiological, and environmental influences that interact throughout development. Underlying difficulties with phonological and morphological processing are common but not universal, and early oral language weaknesses often foreshadow literacy challenges. Secondary consequences include reading comprehension problems and reduced reading and writing experience that can impede growth in language, knowledge, written expression, and overall academic achievement. Psychological well-being and employment opportunities also may be affected. Although identification and targeted instruction are important at any age, language and literacy support before and during the early years of education is particularly effective.”

(IDA, 2025)

Despite its prevalence, states have historically been reluctant to codify protections for individuals with dyslexia as well as policies to support the identification of dyslexia within their state legislation and regulations.

This is partly due to the historical inconsistency in how 1) dyslexia is identified, and 2) how it is addressed within and across states, districts, and schools across the United States (Gearin et al., 2022).

However, with the dawn of the 21st century, there has seemed to be a 'dyslexia policy window' that has opened up due to increased advocacy by parent/community-based dyslexia groups, shifting acceptance/public attitudes toward dyslexia as a construct, and increased focus on scientific research and evidence-based accountability practices in education (Gearin et al., 2018).

This increased awareness and attention to dyslexia has led to all 50 states passing legislation specific to, or inclusive of, dyslexia as of the beginning of 2025. As can be seen in this guide and on our [State of Dyslexia website](#), the intricacies of dyslexia legislation vary from state to state, but there are common components that are consistent across most states.

5 - 17% of children have dyslexia, making it one of the most common learning disabilities.

194 currently enacted dyslexia-focused laws across the United States.

50 states have passed legislation related to dyslexia.

These themes include universal screening and early identification of students 'at-risk' for dyslexia, structured literacy instruction and intervention for students who are identified as 'at-risk', professional development and awareness training for educators, inclusion of dyslexia content for teacher candidates, and increased communication and notification with families on students' literacy development. Additionally, in an increasing number of states, dyslexia legislation is being tied to 'Read by Grade 3' retention policies.

What's New in 2026

Several laws were enacted in the past year which are now included in this report, including;

- Arizona - Senate Bill 1502 (Chapter 141); House Bill 2170 (Chapter 196)
- Colorado - Senate Bill 25-200 – Dyslexia Screening and READ Act Requirements (2025)
- Georgia - HB307 (2025)
- Iowa - HF890 (2025)
- New York - A02687 (2025)
- Tennessee - SB1423 (2025)
- Texas - SB568 (2025)

Additional teacher certification and professional development requirements were also added in Arizona, Iowa, Massachusetts, and Texas.

Universal Screening and Early Identification

The hallmark of many of these new dyslexia laws is the requirement of universal screening for dyslexia risk in early elementary grades (typically Kindergarten to Grade 3). These screening processes aim to identify students 'at-risk' for dyslexia and provide them with targeted instruction and early intervention. For example, Massachusetts, Tennessee, and DC mandate early screening for dyslexia risk for all students, while Maine requires screening for dyslexia risk only for students identified by educators as having reading difficulties. Additionally, many states mandate that schools/districts select dyslexia screening tools from a state-approved list and require schools and districts to report the results of the screener back to the state agency.

Instruction and Intervention for Students Identified ‘At-Risk’ for Dyslexia

In an increasing number of states, students identified as ‘at-risk’ for dyslexia on state-mandated screeners must receive targeted, evidence-based instruction and intervention designed to meet their individual needs. Legislation in some states, such as Colorado’s READ Act (2012) and Michigan’s SB 567 (2024), requires schools to develop individualized reading intervention plans for these students. Additionally, states such as Ohio, Tennessee, and Arkansas mandate that interventions follow a Response to Intervention (RTI) or Multi-Tiered Systems of Support (MTSS) framework, allowing students to receive increasing levels of more intensive support based on their progress.

In-Service Educator Training and Professional Development

Another component of dyslexia legislation entails requirements for in-service teachers on dyslexia awareness and evidence-based practices to implement for students with or ‘at-risk’ for dyslexia. New requirements for in-service teachers emphasize ongoing professional development in dyslexia identification, structured literacy instruction, and intervention strategies. States like Indiana (SB 217, 2018) now require all educators to complete professional awareness training focused on dyslexia screening, intervention, and accommodations during each renewal cycle.

Additionally, Kentucky’s Read to Succeed Act (SB 9, 2022) mandates that all K-3 teachers receive training in administering and interpreting dyslexia screening tools to inform instruction.

Inclusion of Dyslexia Content for Pre-Service Candidates

Many states are also implementing new requirements for pre-service candidates to ensure that they receive training in dyslexia identification and intervention strategies before entering the classroom. For example, Michigan’s SB 568 (2024) mandates that all teacher preparation programs include structured literacy coursework aligned with the Science of Reading. Similarly, Kentucky’s Senate Bill 9/Read to Succeed Act (2022) mandates that new teachers be trained in evidence-based instructional practices as well as how to administer and analyze data from state-approved dyslexia screening tools.

Caregiver Communication and Notification

Many states require timely caregiver notification of screening results and reading intervention details when a child is identified 'at risk' for dyslexia. New Hampshire's Section 200:59 (2023) and Virginia's HB319 (2022) ensure that caregivers are notified of screening results and are part of the team to develop appropriate interventions for the student. Additionally, West Virginia's HB 3035 (2023) mandates that schools provide families with resources to support their child's literacy development at home.

Legislation Tied to Retention Policies

Some states, such as Mississippi and Michigan, link dyslexia identification to third-grade retention laws. Under Mississippi's Literacy-Based Promotion Act (2016), students who do not pass a reading proficiency test by the end of third grade must be retained and receive intensive interventions before they are promoted to 4th grade. Similarly, in Iowa, students who are persistently at risk for reading at the end of third grade must continue to receive intensive interventions, and their families must be notified of their ability to request that their child be retained.

Implications for Students and Families

This increase in dyslexia legislation has significant implications for students and families nationwide, particularly in the accessibility to early screening, intervention, and identification services. As more states mandate universal screening for dyslexia and evidence-based instruction for students identified as 'at-risk' on the screeners, students who may have previously been overlooked will now be more likely to receive support before experiencing prolonged reading difficulty. Additionally, more schools and districts are increasingly required to provide families with more comprehensive and critical information about their child's assessment results, partner with families in developing an instructional and intervention plan for their child, and provide resources to families to support their child's literacy development at home. This will hopefully provide families with more opportunities to feel like true partners in supporting their child's literacy success.

Conclusion

Dyslexia legislation across the United States reflects a growing recognition of the importance of supporting this group of students from their earliest school experiences. While states differ in their approaches and requirements, the key themes of early screening, evidence-based interventions, pre- and in-service teacher training, caregiver notification, and connection to retention policies, generalize dyslexia policy on a national level. Moving forward, continued efforts to standardize best assessment and instructional practices, consider the specific intricacies of diverse groups of learners (e.g. multilingual learners), and ensure all teacher preparation programs include training and awareness on dyslexia will be essential in supporting all students in developing literacy proficiency.

References

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- Michigan Senate Bill 567: *A bill to amend 1976 PA 451, entitled 'The Revised School Code' (2024).*
- Michigan Senate Bill 568: *An act to amend 1976 PA 451, 'The Revised School Code,' by adding section 1531e (2024).*
- Senate Bill 2157: *An act to amend Section 37-177-1, Mississippi Code of 1972, to revise provisions of the Literacy-Based Promotion Act. (2016).*
- *Screening and Intervention for Dyslexia and Related Disorders, New Hampshire Revised Statutes Annotated § 200:59 (2023).*
- Virginia House Bill No. 319: *Virginia Literacy Act (2022).*
- West Virginia House Bill 3035: *The Third Grade Success Act (2023).*

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HOW TO USE THIS GUIDE

This report is designed for information purposes only to inform families, educators, and state education staff of enacted dyslexia-focused laws and regulations throughout the United States (current as of 2026). It cuts through complexity to deliver actionable information for families navigating support systems, educators fulfilling professional requirements, and policymakers evaluating evidence-based practices.

Inside, you'll discover:

- **State-specific guides** with easy-to-understand summaries of enacted dyslexia-focused legislation and regulations, along with brief explanations of what they mean for families and educators.
- **Educator requirements** including certification and professional development standards related to dyslexia, broken down by state.

Our research team has vetted all information against official state education department documentation to ensure complete accuracy. This report focuses exclusively on enacted legislation—not pending bills—to provide you with actionable knowledge you can apply immediately.

For supplemental resources including implementation toolkits and state-issued guidance documents, visit our digital resource center at <https://www.stateofdyslexia.org/>.

To report updates or request clarification on specific state requirements, contact our research team at info@improvingliteracy.org.



ALABAMA

Alabama's dyslexia laws ensure early identification, evidence-based intervention, and ongoing support for students with dyslexia. Teachers must complete mandatory dyslexia training, and specialized certification is available for dyslexia therapists. Families are kept informed through regular updates, and schools are held accountable for meeting literacy benchmarks.



LEGISLATIONS & REGULATIONS

HB388 – ALABAMA LITERACY ACT (2019)

Summary: Requires evidence-based reading programs, teacher development, and assessments for K-3 students in Alabama. Parents are notified of reading deficiencies, and individualized improvement plans are developed. Summer reading camps are provided for struggling readers.

How This Affects Families and Educators: Ensures educators use science of reading methods, provide ongoing support, and communicate progress to families. Families are notified of deficiencies and involved in improvement plans.

More:

- [HB388 Full Text](#)
- [Alabama Literacy Act Updates](#)



TEACHER REQUIREMENTS

- **Dyslexia Therapist Endorsement:** Alabama offers a certification for educators trained in dyslexia-focused instruction.
- **Dyslexia Awareness Training:** Mandatory for all educators, including training on dyslexia screening, classroom accommodations, and academic strategies.
- **Ongoing Professional Development:** Aligned with the Alabama Literacy Act, emphasizing evidence-based literacy strategies.

More:

- [Alabama Literacy Act Implementation Guide](#)
- [Dyslexia Therapist Endorsement Guide](#)
- [Alabama Reading Initiative](#)
- [Alabama Educator Preparation Guide](#)

For more information and links to free resources for educators and families in Alabama, visit <https://www.stateofdyslexia.org/alabama>



ALASKA

Alaska's dyslexia laws emphasize early literacy screening, structured intervention plans, and ongoing professional development for teachers. The Alaska Reads Act mandates individualized reading improvement plans for struggling students and requires teacher training in evidence-based literacy strategies. These efforts aim to ensure all students can read at grade level by the end of third grade.



LEGISLATIONS & REGULATIONS

ALASKA READS ACT (2022)

Summary: The Alaska Reads Act mandates early literacy screening for all K-3 students and requires schools to implement individualized reading improvement plans (IRIPs) for students identified as at risk of reading below proficiency. The act aims to ensure that all students can read at grade level by the end of third grade through structured interventions and parental involvement.

How This Affects Families and Educators: Enhances communication between teachers and families regarding student progress. Families receive regular updates on their child's reading abilities and are encouraged to participate in home reading activities.

More:

- [Alaska Reads Act](#)
- [Summary of Alaska Reads Act Regulations](#)

SCR 16

Summary: This resolution establishes a task force to examine the effects of current state statutes and regulations on reading proficiency outcomes, including the impact of dyslexia. The task force is tasked with evaluating instructional practices and making recommendations for improving reading outcomes statewide.

How This Affects Families and Educators: The task force addresses educator concerns about the effectiveness of current reading strategies and provides a platform for family input on educational practices related to dyslexia.

More: [SCR 16](#)

HOUSE BILL 64 (HB 64)

Summary: This bill establishes a task force to address dyslexia and reading proficiency in Alaska. It focuses on examining effective instructional practices and the overall impact of dyslexia on educational outcomes.

How This Affects Families and Educators: The task force's findings could lead to improved resources and support for families dealing with dyslexia, while also providing teachers with better tools to help their students succeed.

More: [HB 64](#)



TEACHER REQUIREMENTS

- Alaska Reads Act Literacy Training: K-3 teachers and administrators must complete Alaska DEED-approved evidence-based training on literacy instruction, which includes components related to dyslexia, by summer 2025.
- Alaska Reads Act Endorsement: Educators can obtain an endorsement by completing 45 hours of DEED-approved professional development or passing approved exams.
- Professional Learning Opportunities: Alaska provides free professional learning opportunities based on the science of reading, including LETRS (Language Essentials for Teachers of Reading and Spelling) courses, which cover dyslexia-related topics.
- State-Approved Screener: Alaska has adopted Amplify's mCLASS with DIBELS 8th edition as the state-sponsored literacy screener, which includes a dyslexia screener component.

More:

- [Alaska Reads Act Frequently Asked Questions](#)
- [Alaska Reads Act Endorsements](#)

For more information and links to free resources for educators and families in Alaska, visit <https://www.stateofdyslexia.org/alaska>



ARIZONA

Arizona's dyslexia laws mandate early screening, evidence-based instruction, and ongoing professional development for teachers. Schools must have a trained Dyslexia Training Designee (DTD) and use evidence-based strategies for intervention. Educators are required to complete training in reading instruction and intervention methods, ensuring students with dyslexia receive consistent and effective support.



LEGISLATIONS & REGULATIONS

SENATE BILL 1502 (CHAPTER 141)

Summary: Strengthens teacher preparation and early reading instruction by requiring K-5 teachers who provide literacy instruction to earn a literacy endorsement grounded in the science of reading, including training on dyslexia; reinforces universal dyslexia screening in kindergarten and grade one; and requires evidence-based reading curriculum, instruction, and intervention in grades K-3.

How This Affects Families and Educators: Ensures educators teaching reading have knowledge of the science of reading and strategies for supporting struggling readers. Families benefit from earlier identification of reading difficulties, including dyslexia, clearer communication from schools, and instruction and interventions that are research-based and responsive to student needs.

More: [Senate Bill 1502 \(Chapter 141\)](#).

HOUSE BILL 2170 (CHAPTER 196)

Summary: Clarifies Arizona’s special education requirements by requiring that a student’s individualized education program (IEP) indicate whether the student has been diagnosed with dyslexia, when appropriate, affirms that students with disabilities must have access to the general education curriculum and state academic standards, and specifies that special education services must be provided at no cost to parents.

How This Affects Families and Educators: Provides families with clearer recognition of dyslexia within special education planning and greater transparency around supports and accommodations. Educators benefit from clearer guidance on collaboration between general and special education staff to ensure students receive appropriate instruction and support aligned to their needs.

More: [House Bill 2170 \(Chapter 196\)](#).

ARIZONA REVISED STATUTES (ARS) § 15-219

Summary: This statute requires the State Board of Education to adopt rules allowing certificated teachers and administrators to count training regarding screening, intervention, accommodation, and advocacy for students with reading impairments, including dyslexia, as continuing education credits.

How This Affects Families and Educators: Encourages teachers to pursue professional development in dyslexia-related training, enhancing their skills in identifying and supporting students with dyslexia. For families, this means that teachers are better equipped to support their children’s learning needs.

More: [ARS § 15-219](#)

ARIZONA REVISED STATUTES (ARS) § 15-249

Summary: This statute allows the Arizona Department of Education to develop a dyslexia handbook that provides guidelines for teachers and families on identifying dyslexia and strategies to improve academic performance.

How This Affects Families and Educators: The handbook serves as a vital resource for both educators and families, offering practical strategies for supporting students with dyslexia. It fosters collaboration between home and school by providing consistent information.

More: [ARS § 15-249](#)

ARIZONA REVISED STATUTES (ARS) § 15-704

Summary: This statute mandates that school districts and charter schools implement a comprehensive K-3 assessment system that includes universal screening for indicators of dyslexia. Schools must notify families if their child is identified as having indicators of dyslexia. It also mandates ongoing teacher training based on evidence-based reading practices.

How This Affects Families and Educators: Ensures early identification of reading difficulties, allowing for timely interventions. Families are kept informed about their child's progress and are provided guidance on how to support their child's literacy development at home. It mandates teacher preparation through ongoing professional development in evidence-based reading instruction.

More: [ARS § 15-704](#)

SENATE BILL (SB) 1318

Summary: Establishes a dyslexia specialist position at the Arizona Department of Education and outlines additional training requirements for educators on dyslexia screening and intervention.

How This Affects Families and Educators: Provides teachers with access to expert guidance, improving their ability to support students with dyslexia. Families benefit from enhanced communication with schools regarding effective strategies for helping their children succeed.

More: [SB1318 Full Text](#)

ARIZONA REVISED STATUTES (ARS) § 15-701

Summary: Outlines the requirements for reading instruction in Arizona schools, emphasizing the need for early screening, intervention and evidence-based practices.

How This Affects Families and Educators: Mandates evidence-based instruction, ensuring that teachers use effective methods to teach reading, leading to improved outcomes for students with dyslexia. Families can feel confident that their children are receiving high-quality instruction.

More: [ARS § 15-701](#)

HOUSE BILL (HB) 2060

Summary: Requires that each K-3 school to have at least one teacher trained in dyslexia, as well as allocate additional resources and support for teachers working with students who have reading difficulties, including those with dyslexia.

How This Affects Families and Educators: Enhances teacher training and resources, benefiting students with dyslexia by providing them with better instructional support. Families can expect more resources available from schools to assist in their children's literacy development.

More: [HB2060 Full Text](#)



TEACHER REQUIREMENTS

- Teachers who provide literacy instruction in kindergarten through grade five must earn a literacy endorsement grounded in the science of reading; complete evidence-based reading instruction training; and pass a literacy instruction assessment.
- Every school serving K-3 students must identify at least one Dyslexia Training Designee (DTD) who has completed approved training in: Reading Instruction (I); Intensifying Instruction (II); Understanding and Recognizing Dyslexia (URD).
- Certification Applicants must complete at least 45 classroom hours or 3 college-level credit hours in research-based systematic phonics instruction; and reading instruction, including assessment training, instructional practices, and interventions.
- Literacy Endorsement (by 2028): Teachers providing literacy instruction in kindergarten through grade five must complete evidence-based science of reading training or coursework and pass a literacy instruction assessment.
- Ongoing Education: Certificate holders must complete at least 45 classroom hours or 3 credit hours in systematic phonics instruction within three years.

More:

- [Senate Bill 1502 \(Chapter 141\)](#)
- [Dyslexia Training Designee Description, Guidance, and Information](#)
- [Arizona Revised Statutes for Teachers § 15-501.01](#)

For more information and links to free resources for educators and families in Arizona, visit <https://www.stateofdyslexia.org/arizona>



Arkansas requires early dyslexia screening, structured interventions, and teacher training in evidence-based reading strategies. Schools must follow the Response to Intervention (RTI) framework and ensure timely support for students showing signs of dyslexia. Educators are mandated to complete professional development hours focused on dyslexia awareness and intervention.



LEGISLATIONS & REGULATIONS

SENATE BILL 349/ACT 606 (2021)

Summary: This bill adjusts school funding based on the alignment of reading practices, interventions, and curricula with the science of reading. The bill requires schools to adopt evidence-based methods and penalizes those using practices not aligned with proven strategies. It also establishes the position of an Education Ombudsman to monitor compliance and ensure that schools provide effective reading instruction.

How This Affects Families and Educators: For educators, this legislation mandates the adoption of scientifically-supported reading instruction, ensuring more consistent and effective literacy practices across schools. Families can expect improved reading outcomes for their children.

More: [Senate Bill 349/606](#)

COM-18-108 (2018)

Summary: This Commissioner’s Memo outlines the rules governing how to meet the needs of children with dyslexia in Arkansas schools. It includes guidelines for screening, intervention strategies, and the development of a Dyslexia Resource Guide.

How This Affects Families and Educators: The memo provides essential guidance for educators on best practices for supporting students with dyslexia. For families, it clarifies what to expect from schools in terms of support and resources available for their children.

More: [COM-18-108](#)

SENATE BILL 788/ACT 1268 (2015)

Summary: This bill defines dyslexia and establishes screening requirements for students, focusing on early identification of reading difficulties. It requires schools to use evidence-based interventions for students showing signs of dyslexia, following the Response to Intervention (RTI) process.

How This Affects Families and Educators: This legislation ensures that teachers are equipped with the necessary tools to identify and support students with dyslexia. For families, it provides assurance that their children will receive timely interventions and support tailored to their specific needs.

More: [Senate Bill 788/Act 1268](#)

SENATE BILL 33/ACT 1294 (2013)

Summary: This bill requires Arkansas schools to screen K-2 students and others showing reading difficulties for dyslexia. It mandates evidence-based interventions and trained specialists to support students, along with parental notification. The law also requires professional development for educators in dyslexia identification and intervention. It also mandates the development of a dyslexia resource guide.

How This Affects Families and Educators: This act empowers teachers by providing structured guidelines for addressing dyslexia in the classroom. Families benefit from clear expectations regarding the support their children will receive, fostering a collaborative approach between home and school.

More: [Senate Bill 33/Act 1294](#)



TEACHER REQUIREMENTS

- At least one staff member at each education service cooperative must be trained as a dyslexia specialist to support school districts.
- All teachers must receive professional development on the characteristics of dyslexia and evidence-based interventions and accommodations.
- The Department of Education and Department of Higher Education will ensure teacher education programs at state-supported institutions include dyslexia awareness and evidence-based interventions.

More:

- [Senate Bill 788](#)

For more information and links to free resources for educators and families in Arkansas, visit <https://www.stateofdyslexia.org/arkansas>



California mandates early dyslexia screening, evidence-based reading instruction, and professional training for teachers. Schools are required to follow dyslexia guidelines developed by the state's Department of Education, and teacher preparation programs must include training in identifying and supporting students with dyslexia.



LEGISLATIONS & REGULATIONS

ASSEMBLY BILL 1454 (2025)

Summary: Requires the Commission on Teacher Credentialing to update standards so teachers, literacy specialists, and administrators are trained in evidence-based reading instruction by 2028. The State Board of Education must also adopt new K-8 English Language Arts and English Language Development materials by 2027, aligned with the state's ELA/ELD Framework and dyslexia guidelines.

How This Affects Families and Educators: Ensures that teachers, literacy specialists, and administrators are trained in effective literacy instruction. Promotes the use of high-quality, evidence-based instructional materials that meet the needs of all students, including English learners, students with dyslexia, and those with reading difficulties, helping to ensure every child receives strong literacy instruction from well-prepared educators.

More: [Assembly Bill 1454](#)

ASSEMBLY BILL 1369

Summary: This law requires the California Department of Education (CDE) to develop guidelines for identifying and assessing students with dyslexia. It also mandates that these guidelines be used by schools to improve educational services for students with dyslexia. Chapter 647 was added later and builds on AB 1369 by emphasizing the need for schools to implement the guidelines developed by the CDE. It ensures that teachers are trained in the use of these guidelines to identify and support students with dyslexia.

How This Affects Families and Educators: This law provides teachers with clear guidelines for identifying and supporting students with dyslexia, fostering a more informed approach to literacy instruction. Families benefit from having access to standardized information and resources that help them understand how to support their children's learning.

More:

- [Assembly Bill 1369](#)
 - [Chapter 647](#)
-

SENATE BILL 114

Summary: This bill establishes comprehensive requirements for screening students for reading difficulties, including dyslexia. As part of this bill, Section 53008 mandates that local educational agencies (LEAs) screen students in kindergarten through second grade for reading delays. These screenings aim to identify at-risk students early and provide necessary interventions, ensuring schools implement evidence-based literacy instruction practices.

How This Affects Families and Educators: By mandating early screening, this legislation allows teachers to identify reading difficulties earlier, enabling timely and effective interventions. SB 114 also enhances teacher training and resources, equipping educators to better support students with dyslexia. Families are informed about their child's reading abilities and can engage in supportive activities at home. Improves communication between schools and families ensures a collaborative approach to literacy development.

More: [Senate Bill 114](#)



TEACHER REQUIREMENTS

- Under Assembly Bill 1454, the Commission on Teacher Credentialing must revise standards for teacher and administrator preparation programs to ensure candidates are trained to deliver and support effective literacy instruction grounded in the science of reading. By January 1, 2028, programs for the Reading and Literacy Leadership Specialist Credential and Reading and Literacy Added Authorization must include training on evidence-based methods such as explicit and systematic instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. By September 1, 2028, administrator preparation programs must prepare school leaders to support teachers in implementing these literacy practices. All updates must align with the ELA/ELD Framework.
- Under Senate Bill 488, teacher preparation programs in California must incorporate the California Dyslexia Guidelines into their curriculum. This includes training on evidence-based literacy instruction techniques that address dyslexia.

More:

- [Assembly Bill 1454](#)
- [New Literacy Standards](#)

For more information and links to free resources for educators and families in California, visit <https://www.stateofdyslexia.org/california>



Colorado emphasizes early identification, intervention, and structured literacy training for teachers under its dyslexia laws. Schools must screen K-3 students for reading deficiencies and create individualized READ plans for those identified at risk. Professional development ensures teachers are equipped with strategies for effective dyslexia intervention.



LEGISLATIONS & REGULATIONS

SENATE BILL 25-200 – DYSLEXIA SCREENING AND READ ACT REQUIREMENTS (2025)

Summary: Strengthens the Colorado READ Act by expanding criteria for identifying reading deficiencies, requiring teachers to consider signs of dyslexia and discuss them with families, and mandating annual dyslexia screenings for K-3 students beginning in the 2027-28 school year. The State Board of Education must update reading skill standards and assessments, and state agencies must revise guidance and tools to support implementation.

How This Affects Families and Educators: Promotes earlier identification of reading difficulties and dyslexia, improving communication with families and ensuring educators use consistent, evidence-based screening and instruction practices.

More: [Colorado Senate Bill 25-200](#)

HOUSE BILL 08-1223

Summary: Concerning the Provision of Technical Assistance Pertaining to Colorado Public School Students with Literacy Challenges that Include Dyslexia encourages the Colorado Department of Education (CDE) to provide support and training to educators in literacy. Specifically, the statute promotes technical assistance and training in the assessment and scientifically based interventions for students with literacy challenges, including dyslexia.

How This Affects Families and Educators: This legislation ensures that teachers receive the necessary training to effectively support students with dyslexia. For families, it means that educators are better equipped to address their children's specific literacy needs, fostering a more supportive learning environment.

More:

- [Report to the Colorado General Assembly on House Bill 08-12232024](#)
 - [House Bill 08-1223](#)
-

HOUSE BILL 19-1134

Summary: This bill establishes a statewide plan for identifying and supporting students with dyslexia. It mandates the creation of a working group to recommend dyslexia screening tools and processes and to provide educator training.

How This Affects Families and Educators: This bill enhances the identification process for dyslexia, allowing teachers to implement effective interventions sooner. Families benefit from a more structured approach to supporting their children's literacy development.

More: [House Bill 19-1134](#)

SENATE BILL 19-199

Summary: This legislation focuses on improving literacy instruction and includes provisions for screening students for dyslexia. It amends the 2012 READ Act to include professional development in teaching evidence-based reading or to provide evidence that educators have met this requirement.

How This Affects Families and Educators: SB 19-199 equips teachers with the knowledge and tools necessary to identify students at risk for reading difficulties, including dyslexia. Families can expect improved communication from schools regarding their child's progress and interventions.

More: [Senate Bill 19-199](#)

THE READ ACT (READING TO ENSURE ACADEMIC DEVELOPMENT ACT)

Summary: The READ Act requires schools to assess K-3 students for reading deficiencies and develop individualized READ plans for those identified as having significant reading deficiencies, including dyslexia.

How This Affects Families and Educators: The READ Act ensures that teachers are proactive in identifying reading issues early on, allowing for timely interventions. Families are involved in the process through the development of individualized plans tailored to their child's needs.

More: [The READ Act](#)

SENATE BILL 22-004

Summary: Expands literacy-focused professional development for educators, mandates evidence-based training in reading instruction.

How This Affects Families and Educators: K-3 educators and reading interventionists in grades 4-12 must complete 45 hours of evidence-based literacy training. Principals and administrators need 20 hours of training or 5 hours if they hold READ Act designations.

More: [Senate Bill 22-004](#)



TEACHER REQUIREMENTS

Colorado requires that all teachers who provide instruction in grades K-3 complete training in dyslexia awareness and effective instructional strategies as part of their professional development requirements.

More:

- [Preservice, In-service and Professional Development](#)
- [Colorado Dyslexia Pilot Program](#)

For more information and links to free resources for educators and families in Colorado, visit <https://www.stateofdyslexia.org/colorado>



CONNECTICUT

Connecticut requires universal screening for reading difficulties, structured literacy instruction, and ongoing teacher training in dyslexia intervention. Teacher preparation programs must include evidence-based strategies for identifying and supporting students with dyslexia. Special education teachers also receive focused training to address dyslexia-specific challenges.



LEGISLATIONS & REGULATIONS

SPECIAL ACT 19-8 (2019)

Summary: Establishes a task force to analyze and make recommendations on issues relating to the implementation of dyslexia instruction and training laws.

How This Affects Families and Educators: Aims to improve the effectiveness of dyslexia-related legislation and support.

More: [Special Act 19-8](#)

PUBLIC ACT 17-3 (2017)

Summary: Requires the State Board of Education to approve at least one reading assessment for use by local and regional boards of education to identify students at risk for dyslexia or other reading-related learning disabilities.

How This Affects Families and Educators: Enhances early identification of students with dyslexia.

More: [Public Act 17-3 \(2017\)](#)

PUBLIC ACT 16-92 (2016)

Summary: Requires special education teachers to complete a program of study in evidence-based structured literacy interventions for students with dyslexia.

How This Affects Families and Educators: Improves special education teachers' ability to support students with dyslexia.

More: [Public Act 16-92](#)

PUBLIC ACT 15-97 (2015)

Summary: Establishes CGS Section 10-3d, requiring the Commissioner of Education to designate an employee responsible for providing information on dyslexia. Defines dyslexia and mandates at least 12 clock hours of dyslexia instruction in teacher preparation programs. Additionally, it requires reading assessments to identify students at risk for dyslexia from kindergarten through grade 3.

How This Affects Families and Educators: Enhances dyslexia awareness and support in schools and improves teacher training.

More: [Public Act 15-97 \(2015\)](#)

PUBLIC ACT 14-39 (2014)

Summary: Requires adding "SLD - Dyslexia" under "Specific Learning Disabilities" in the primary disability section of the IEP form. Also mandates inclusion of dyslexia detection, recognition, and evidence-based interventions in teacher preparation programs.

How This Affects Families and Educators: Improves identification and support for students with dyslexia in IEPs and enhances teacher preparation.

More: [Public Act 14-29](#)

CGS SECTION 10-14T

Summary: Requires the Department of Education to designate an employee to provide information and assistance relating to dyslexia.

How This Affects Families and Educators: Improves access to dyslexia-related information and support.

More: [CGS Section 10-14t](#)

CGS SECTION 10-145A(E)

Summary: Mandates that teacher preparation programs include instruction in the detection, recognition, and interventions for students with dyslexia.

How This Affects Families and Educators: Enhances new teachers' ability to support students with dyslexia.

More: [CGS Section 10-145a\(e\)](#)

CGS SECTION 10-220A(A)

Summary: Requires local and regional boards of education to provide in-service training programs that include information on dyslexia.

How This Affects Families and Educators: Ensures ongoing professional development for educators on dyslexia.

More: [CGS Section 10-220a\(a\)](#)



TEACHER REQUIREMENTS

- Teacher preparation programs must include at least 12 clock hours of instruction in dyslexia detection, recognition, and evidence-based interventions.
- Special education teachers must complete a program of study in evidence-based structured literacy interventions for students with dyslexia.
- Local and regional boards of education must provide in-service training programs that include information on dyslexia.

More:

- [Public Act 15-97](#)
- [Public Act 17-3](#)
- [Public Act 16-92](#)

For more information and links to free resources for educators and families in Connecticut, visit <https://www.stateofdyslexia.org/connecticut>



Delaware's dyslexia laws mandate early screening, intervention plans, and teacher training in structured literacy approaches. Schools follow Response to Intervention (RTI) procedures to identify and address reading difficulties. Additionally, educators must complete dyslexia-focused training, ensuring consistent support for students with dyslexia.



LEGISLATIONS & REGULATIONS

HOUSE BILL 304 (2022)

Summary: Requires all K-3 students to undergo universal reading screenings three times a year to detect reading deficiencies, including dyslexia, enabling early intervention. The Department of Education is responsible for compiling a list of reading screeners and literacy interventions aligned with the science of reading, incorporating evidence-based practices and multi-tiered support systems.

How This Affects Families and Educators: Families will be informed early about any reading challenges, enabling timely intervention. Educators will have access to a list of approved, research-backed tools to support students. It also emphasizes that all educators should have knowledge of the science of reading and how to teach reading, ensuring they know how to support struggling readers effectively.

More: [House Bill 304](#)

DELAWARE CHAPTER 300

Summary: Delaware's Act amends Title 14 to allow students with severe cognitive disabilities to use portfolio assessments instead of standardized tests, provided their disabilities prevent valid test results. It also mandates evidence-based reading interventions for any student not reading by age seven. Senate Bill 229 was signed into law and incorporated into Delaware Chapter 300, formalizing the provisions related to dyslexia and students with disabilities.

How This Affects Families and Educators: Allows families to request portfolio assessments for students who cannot take standardized tests and mandates reading interventions for students not reading by age seven. Educators must implement structured literacy interventions and track student progress.

More:

- [Delaware Chapter 300](#)
 - [Senate Bill 229](#)
-

ADMINISTRATIVE CODE TITLE 14

Summary: Contains regulations for education in Delaware, including special education provisions.

How This Affects Families and Educators: Provides detailed guidelines for implementing education laws, including those related to dyslexia and other learning disabilities.

More: [Title 14 Education - Delaware Regulations](#)



TEACHER REQUIREMENTS

Delaware does not have specific certification requirements related to dyslexia for general educators. However, the state requires the use of Response to Intervention (RTI) procedures, which include screening and intervention for reading difficulties that may be related to dyslexia.

More: [Delaware Administrative Code, Title 14, Section 925](#)

For more information and links to free resources for educators and families in Delaware, visit <https://www.stateofdyslexia.org/delaware>



DISTRICT OF COLUMBIA

District of Columbia mandates universal screening for reading difficulties, structured interventions within an MTSS model, and science-based literacy instruction. All teachers must complete training in dyslexia awareness and all K-2 teachers must complete professional development on reading difficulties and effective intervention strategies. Schools are required to adopt evidence-based reading programs to support all students, including students with dyslexia.



LEGISLATIONS & REGULATIONS

LAW 23-191. ADDRESSING DYSLEXIA AND OTHER READING DIFFICULTIES AMENDMENT ACT OF 2020

Summary: Originally introduced as the Dyslexia and Other Reading Disabilities Screening and Prevention Pilot Program Act of 2019 (B23-0150), this law requires the Office of the State Superintendent of Education to help public schools identify, prevent, and address reading difficulties, including dyslexia, dysgraphia, and dyscalculia. It mandates universal screening, evidence-based reading instruction, educator training, academic interventions, and parental involvement. Schools must also report on compliance with the law's requirements.

How This Affects Families and Educators: This law ensures early identification and support for students struggling with reading. Families are notified of screening results and included in intervention planning. Educators receive training in structured literacy, and parents can request special education evaluations under IDEA if needed.

More: [Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020 \(formerly B23-0150\)](#)



TEACHER REQUIREMENTS

- All public and public charter school staff must complete training on dyslexia awareness, universal screening, and the current science behind reading instruction on the OSSE Learning Management System by October 31st of each year. It is an annual requirement of all staff.
- General education teachers working with kindergarten through second grade must complete professional development on reading difficulties on the OSSE Learning Management System by Oct. 31st of each year.
- Schools must adopt science-based reading programs which means a reading curriculum, based on the science of reading, that includes explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies.
- **More:** [Dyslexia DC FAQ](#).

For more information and links to free resources for educators and families in D.C., visit <https://www.stateofdyslexia.org/district-of-columbia>



FLORIDA

Florida mandates early dyslexia screening, structured interventions, and evidence-based literacy instruction for students in K-3. Teachers are required to complete training in identifying dyslexia characteristics.



LEGISLATIONS & REGULATIONS

HB7039 (2023)

Summary: This bill requires immediate notification to parents of kindergarten through grade 3 students who exhibit a substantial reading deficiency or characteristics of dyslexia.

How This Affects Families and Educators: Families are promptly informed of their child's reading challenges, enabling early action, while educators are accountable for identifying and communicating these deficiencies to support timely interventions.

More: [HB7039](#)

HB7069 (2017)

Summary: This bill amends several education laws related to literacy and dyslexia. It allocates funds for additional reading instruction in low-performing schools and requires school districts to submit K-12 reading plans, and enhances kindergarten readiness screenings. The law also requires intervention plans for K-3 students with substantial reading deficiencies.

How This Affects Families and Educators: Increases resources for reading instruction and intervention, particularly benefiting students with dyslexia or reading difficulties.

More: [HB7069](#)

HB7029 (2016)

Summary: This bill provides that students with dyslexia are eligible for a scholarship to attend a school other than the one assigned. It also requires statewide kindergarten screening to provide objective data concerning each student's readiness for kindergarten.

How This Affects Families and Educators: Families gain more educational options for students with dyslexia. Teachers must use the screening data to inform instruction and identify students who may need additional support.

More: [HB7029](#)

STATE BOARD OF EDUCATION RULE 6A-6.03018

Summary: This rule outlines the criteria for identifying students with Specific Learning Disabilities (SLD), including dyslexia. It describes the evaluation procedures and eligibility requirements for special education services.

How This Affects Families and Educators: Provides a standardized framework for identifying and supporting students with SLD, ensuring consistent practices across Florida schools.

More: [Title 14 Education - Delaware Regulations](#)



TEACHER REQUIREMENTS

- Teachers must complete training on identifying characteristics of dyslexia and providing appropriate interventions.
- Educators renewing certificates with a beginning validity date of July 1, 2020, or later must earn at least 2 college credits or 40 in-service points in evidence-based instruction for students with dyslexia.

More:

- [Florida Educator Certification Renewal Requirements](#)
- [Evidence-Based Reading Intervention Resources and Review Tools](#)
- [2017 Florida Statutes & Intervention Requirements](#)

For more information and links to free resources for educators and families in Florida, visit <https://www.stateofdyslexia.org/florida>



GEORGIA

Georgia requires universal dyslexia screening for K-3 students, evidence-based interventions, and teacher training in structured literacy instruction. Educators can earn a Dyslexia Endorsement to specialize in supporting students with dyslexia. These measures ensure early identification and consistent intervention for affected students.



LEGISLATIONS & REGULATIONS

HB307 (2025)

Summary: This bill requires schools to identify and provide support for students at risk of reading difficulties or who have characteristics of dyslexia. It mandates individualized reading support plans, parent notification, and the use of high-quality instructional materials aligned with evidence-based reading research. The law also prohibits the use of the three-cueing model of reading instruction and expands statewide literacy coordination and reporting.

How This Affects Families and Educators: Families benefit from earlier identification of dyslexia, clear guidance on interventions, and access to resources and information to support their children. Educators gain structured guidance, evidence-based training, and tools to provide effective reading instruction and interventions for students with characteristics of dyslexia.

More: [HB307 \(2025\)](#).

HB538 - GEORGIA EARLY LITERACY ACT (2023)

Summary: This act mandates evidence-based literacy instruction and training for early childhood educators and public school teachers from kindergarten through third grade. It establishes requirements for universal reading screeners, high-quality instructional materials, reading intervention plans, and formative assessments while ensuring teacher certification standards include literacy-focused competencies.

How This Affects Families and Educators: Families must receive detailed reports on their children's literacy progress and benefit from intervention plans tailored to students' needs. Educators must undergo training in evidence-based literacy instruction, utilize approved high-quality materials, and administer universal reading screeners and interventions to support early literacy development effectively.

More: [HB538 - Georgia Early Literacy Act](#)

CHAPTER 2 OF TITLE 20 OF THE CODE OF GEORGIA (2019)

Summary: This legislation provides for the identification and support of students in kindergarten through grade three with characteristics of dyslexia. It requires the State Board of Education to create policies for identifying and assisting these students and mandates the Department of Education to provide a dyslexia informational handbook, professional development opportunities, and a pilot program to evaluate early reading assistance.

How This Affects Families and Educators: Establishes a framework for early identification and intervention for students with dyslexia characteristics, ensuring more timely and appropriate support. It also equips educators with ongoing training and tools to implement evidence-based reading strategies effectively.

More: [Georgia Code Title 20. Education § 20-2-159.6](#)

SB48 (2019)

Summary: This bill requires the development of policies for referring K-3 students for dyslexia screening through the response-to-intervention process. It also requires a dyslexia informational handbook with evidence-based practices and structured guidance for educators and families and establishes professional development opportunities to improve teacher training on dyslexia.

How This Affects Families and Educators: Families will benefit from clear screening processes, resources, and informed consent for supporting students with characteristics of dyslexia. Educators will gain access to enhanced training, tools, and evidence-based practices to provide effective interventions and accommodations for students with dyslexia.

More:

- [Senate Bill 48](#)
 - [Chapter 2 of Title 20 of the Code of Georgia](#)
-

SR761 (2018)

Summary: This resolution established a Senate Study Committee on Dyslexia to explore and draw attention to the educational impact of dyslexia on Georgia students.

How This Affects Families and Educators: The committee's work led to increased awareness and subsequent legislation addressing dyslexia in Georgia schools, laying the foundation for future policy changes and improved support systems.

More: [SR761](#)

SR743

Summary: This resolution recognizes the importance of dyslexia awareness and its relevance to education in Georgia.

How This Affects Families and Educators: Raises awareness about dyslexia and its educational implications, encouraging more focused attention on supporting affected students.

More: [SR743](#)



TEACHER REQUIREMENTS

- The Georgia Professional Standards Commission created a Dyslexia Endorsement for teachers trained in recognizing and responding to students with characteristics of dyslexia and language disorders. Requirements for the dyslexia endorsement may include: Training on universal screening measures to identify those at risk for dyslexia; providing guidance to families; and providing training or guidance to other teachers and school personnel.
- The Professional Standards Commission established measures to assess the fidelity of teacher training and implementation for teachers who receive the dyslexia endorsement.
- The Georgia Early Literacy Act requires K-3 teachers to complete the Dyslexia Endorsement as one of four pathways to meet legislative requirements.

More: [Georgia Code § 20-2-208 - Dyslexia Endorsement for Teachers](#)

For more information and links to free resources for educators and families in Georgia, visit <https://www.stateofdyslexia.org/georgia>



HAWAII

Hawaii emphasizes teacher training in structured literacy and offers certification programs incorporating evidence-based dyslexia instruction. Ongoing professional development enhances teacher effectiveness in addressing dyslexia.



LEGISLATIONS & REGULATIONS

SCR120 (2013)

Summary: This concurrent resolution requested the Department of Education, University of Hawaii, and Hawaii Teacher Standards Board to evaluate and enhance dyslexia awareness and support, including educator training, literacy specialists, and system-wide improvements.

How This Affects Families and Educators: The resolution led to increased attention on dyslexia in Hawaii's education system, prompting evaluations of existing practices and potential improvements in teacher training and student support.

More:

- [Comprehensive Plan/SCR120](#)
- [FAQs about SCR120](#)



TEACHER REQUIREMENTS

- Hawaii does not have specific certification requirements related to dyslexia for general educators.
- The Hawaii Teacher Standards Board (HTSB) has approved Orton-Gillingham certifications for adding teacher license fields.
- The University of Hawaii offers a Reading Interventionist Program that incorporates International Dyslexia Association (IDA) Standards and leads to a CERI Structured Literacy Dyslexia Specialist (C-SLDS) certificate.

More: [Reading Interventionist Program - University of Hawaii](#)

For more information and links to free resources for educators and families in Hawaii, visit <https://www.stateofdyslexia.org/hawaii>



IDAHO

Idaho mandates dyslexia screening for K-5 students, evidence-based intervention strategies, and professional development for teachers. Educators must complete professional development training focused on dyslexia identification and effective intervention techniques.



LEGISLATIONS & REGULATIONS

HB731 (2022)

Summary: This bill establishes requirements for dyslexia screening, intervention, and teacher training in Idaho schools. It mandates the use of the Idaho Reading Indicator (IRI) as a tier 1 screening measure for students in kindergarten through grade 3 and requires local education agencies to implement tier 1 screeners for students in grades 4 and 5.

How This Affects Families and Educators: The bill ensures early identification and intervention for students with dyslexia characteristics. Teachers will receive specialized training, and families can expect more targeted support for their children.

More: [HB731 - Dyslexia Screening and Intervention](#)

IDAHO CODE 33-1811

Summary: This statute requires the state Department of Education to identify reliable screening tools and provide professional development focused on multisensory-structured literacy techniques and evidence-based dyslexia interventions.

How This Affects Families and Educators: Educators receive specialized training to help them recognize dyslexia characteristics and deliver effective instruction.

More: [Idaho Code 33-1811 – Dyslexia](#)



TEACHER REQUIREMENTS

- Every certified educator in Idaho must be trained in strategies for teaching dyslexic students by 2025 or risk losing their certification to teach.
- By the beginning of the 2023 school year, all K-5 instructional staff and coaches should have received professional development specific to providing instruction and intervention to students with characteristics of dyslexia. Additionally, all teachers, administrators, and school counselors in grades 6-12 were required to complete professional development on the characteristics of dyslexia.
- For certificate renewal starting in the 2025-2026 school year, educators with specific endorsements must earn at least one professional development credit in identifying dyslexia characteristics and applying intervention strategies.
- All professional development must align with the Idaho Comprehensive Literacy Plan and the Idaho Dyslexia Handbook.

More: [Dyslexia Legislation Implementation Summary](#)

For more information and links to free resources for educators and families in Idaho, visit <https://www.stateofdyslexia.org/idaho>



ILLINOIS

Illinois promotes teacher training in dyslexia detection, intervention, and evidence-based literacy instruction. The state department is tasked with developing guidance and lists regarding screening tools, literacy core and intervention practices, and professional development modules. These laws aim to create a culturally-responsive learning environment for all students, including those with dyslexia.



LEGISLATIONS & REGULATIONS

PUBLIC ACT 103-0402 (2023)

Summary: This act requires the development of a state literacy plan to provide guidance on screening tools, literacy curricula and instruction, professional development, and systems of support for educators.

How This Affects Families and Educators: The state literacy plan aims to improve reading instruction for all students, including those with dyslexia. Teachers will have access to more comprehensive resources and guidance for literacy screening tools, curricula materials, and instructional practices.

More:

- [Public Act 103-0402](#)
- [Illinois Comprehensive Literacy Plan for Educators and Families](#)

PUBLIC ACT 98-0705 (2014)

Summary: This act requires the Illinois State Board of Education to incorporate the IDA definition of dyslexia into administrative rules. It also establishes an advisory group to develop modules of professional development for educators on reading disabilities, including dyslexia.

How This Affects Families and Educators: This law ensures that Illinois defines dyslexia with the same definition as most other states, with the adoption of the IDA definition. Families can expect more informed teachers and improved support for their children with dyslexia.

More: [Public Act 98-0705](#)

ILLINOIS ADMINISTRATIVE CODE TITLE 23, SECTION 226.125

Summary: This regulation defines dyslexia using the IDA definition and outlines the requirements for evaluating and identifying students with dyslexia within the context of specific learning disabilities.

How This Affects Families and Educators: Provides a clear definition of dyslexia and ensures that students suspected of having dyslexia are properly evaluated for special education services.

More: [Illinois Administrative Code Title 23, Section 226.125](#)



TEACHER REQUIREMENTS

- Candidates for licensure requesting a preschool through grade 3 endorsement, elementary school endorsement, or reading specialist endorsement must pass a written test covering: Foundational literacy skills; oral language; bilingualism and biliteracy; reading comprehension development; and reading assessment.
- The State Board of Education is mandated to provide professional development opportunities related to the Comprehensive State Literacy Plan and reading disabilities, including dyslexia, on its website and to school district personnel.
- Professional development is tailored for general education teachers, special education teachers, ESL teachers, instructional support staff, administrators, supervisors, child study team members, and speech and language specialists.
- The State Board of Education must provide technical assistance for specific learning disabilities to school districts.

More: [Public Act 103-0402 \(2023\) – Illinois State Board of Education](#)

For more information and links to free resources for educators and families in Illinois, visit <https://www.stateofdyslexia.org/illinois>



INDIANA

Indiana mandates dyslexia screening, intervention, and teacher training in evidence-based literacy practices. Schools must employ trained reading specialists and provide professional awareness training for all educators. These measures ensure early identification and structured support for students with dyslexia.



LEGISLATIONS & REGULATIONS

INDIANA CODE 20-18-2-3.5 (2020)

Summary: This code provides the IDA definition of dyslexia in Indiana, describing it as a specific learning disability with neurological origins characterized by difficulties in accurate or fluent word recognition, poor spelling, and decoding abilities. It also mandates the processes for dyslexia screening of all students in grades K-2, the implementation of interventions for students who are flagged as 'at risk' on Dyslexia Level 1 and 2 screeners under a Response to Intervention (RTI) model, and the creation of a reading specialist trained in dyslexia in each school district or corporation. This act requires the development of a state literacy plan to provide guidance on screening tools, literacy curricula and instruction, professional development, and systems of support for educators.

How This Affects Families and Educators: Establishes a clear, legally recognized definition of dyslexia, provides processes for screening, identifying, and supporting students for risk of dyslexia, and ensures knowledgeable educators on dyslexia are employed by every school district/corporation.

More: [Indiana Code 20-18-2-3.5](#)

SB217 (2018)

Summary: This bill established requirements for dyslexia screening, intervention, and teacher training. It mandated that schools use response to intervention processes for students at risk for dyslexia.

How This Affects Families and Educators: Ensured early identification and intervention for students with dyslexia characteristics, and provided for teacher professional development.

More: [SB217 - Dyslexia](#)

PL215/HB1108 (2015)

Summary: This bill defined dyslexia and required teacher training programs to prepare teachers to recognize students who may need referral for special learning needs, including dyslexia.

How This Affects Families and Educators: Improved teacher preparedness to identify and support students with dyslexia.

More: [HB1108 - Dyslexia](#)



TEACHER REQUIREMENTS

- Each school corporation and charter school must employ at least one authorized reading specialist trained in dyslexia.
- The authorized reading specialist must successfully complete training through a dyslexia training program approved by the Indiana Department of Education (IDOE).
- All teachers must receive professional awareness information related to dyslexia, including characteristics of dyslexia, evidence-based interventions for dyslexia, and accommodations for students with dyslexia.
- Teacher preparation programs must include content on identifying and supporting students with dyslexia.
- Schools may offer the IDOE's online training module to provide professional awareness information to teachers.

More:

- [2024-2025 Dyslexia Guidance for Schools](#)
- [Indiana Code § 20-20-1-13](#)

For more information and links to free resources for educators and families in Indiana, visit <https://www.stateofdyslexia.org/indiana>



IOWA

Iowa requires universal dyslexia screening for K-3 students, structured intervention plans, and professional development in dyslexia-focused literacy instruction. Schools must implement evidence-based reading strategies, and teacher preparation programs emphasize dyslexia awareness and intervention skills.



LEGISLATIONS & REGULATIONS

HF890 (2025)

Summary: Provides funding for national board certification awards and establishes stipends for educators who earn an advanced dyslexia specialist endorsement from the Iowa Board of Educational Examiners.

How This Affects Families and Educators: Encourages educators to pursue advanced dyslexia training by providing financial support, increasing the number of teachers equipped to provide evidence-based instruction for students with dyslexia.

More: [HF890 \(2025\)](#).

HF2618 (2024)

Summary: This bill modifies teacher preparation program requirements to require pre-service teachers to pass a 'Foundations of Reading' test similar to that in Massachusetts, mandates personalized reading plans for students not reading proficiently by third grade, and provides parent/guardian discretion for student grade retention.

How This Affects Families and Educators: Enhances literacy instruction and support for struggling readers while giving families more say in grade retention decisions.

More: [HF2618](#)

SF2360 (2018)

Summary: Established a dyslexia task force to make recommendations for improving support for students with dyslexia in Iowa schools.

How This Affects Families and Educators: Led to increased awareness and subsequent legislation addressing dyslexia in Iowa schools.

More: [SF2360 - Dyslexia Task Force](#)

IOWA §279.68 (2018)

Summary: Requires universal screening in reading for K-3 students, progress monitoring, and intensive instruction for students at risk in reading.

How This Affects Families and Educators: Ensures early identification and support for students struggling with reading, including those with dyslexia.

More: [Iowa Code §279.68](#)

SF2319 (2014)

Summary: This bill provides state definition of dyslexia and ensures that the state center develop professional development strategies and resources to support teacher effectiveness in improving the literacy skills of all students.

How This Affects Families and Educators: Improves support for students with dyslexia and enhances state-wide support for teacher training in literacy instruction.

More: [SF2319](#)

IOWA §256.7

Summary: Outlines that the State Board of Education will collaborate with the IRRC on standards for approval of programs that offer the dyslexia specialist endorsement.

How This Affects Families and Educators: Ensures that educators providing guidance and support for students at-risk for dyslexia across the state are provided the same information and held to the same standards.

More: [Iowa Code §256.7](#)

IOWA §256.7

Summary: Outlines that the State Board of Education will collaborate with the IRRC on standards for approval of programs that offer the dyslexia specialist endorsement.

How This Affects Families and Educators: Ensures that educators providing guidance and support for students at-risk for dyslexia across the state are provided the same information and held to the same standards.

More: [Iowa Code §256.7](#)



TEACHER REQUIREMENTS

- Educators who earn an advanced dyslexia specialist endorsement from the Iowa Board of Educational Examiners may receive a state-funded stipend recognizing advanced dyslexia training.
- All K-3 teachers must receive training on the science of reading, including understanding dyslexia and effective instructional strategies.
- The Iowa Dyslexia Task Force recommends that teacher preparation programs include content on dyslexia characteristics, assessment strategies, and evidence-based interventions.
- The Iowa Department of Education provides resources and guidance for professional development related to dyslexia for educators.
- The Iowa Department of Education offers a 1.5 year 'dyslexia specialist endorsement', focused solely on dyslexia and the development of students with dyslexia.

More:

- [HF890 \(2025\)](#)
- [Iowa Dyslexia Task Force Report](#)
- [Dyslexia Overview Module](#)

For more information and links to free resources for educators and families in Iowa, visit <https://www.stateofdyslexia.org/iowa>



KANSAS

Kansas mandates early dyslexia screening, structured interventions, and professional development for teachers. Schools are required to follow evidence-based literacy practices and ensure teachers receive training in identifying and supporting students with dyslexia. These laws aim to improve literacy outcomes for all students.



LEGISLATIONS & REGULATIONS

SB16 (2019)

Summary: This bill requires the Kansas State Board of Education to identify and approve evidence-based programs for at-risk students and those facing other barriers to success.

How This Affects Families and Educators: Ensures that schools implement effective programs to support struggling students, including those with dyslexia.

More: [SB16 - Evidence-Based Programs](#)

HB2602 (2018)

Summary: This bill established a dyslexia task force to make recommendations regarding the use of evidence-based practices for students with dyslexia.

How This Affects Families and Educators: The task force's recommendations led to significant changes in dyslexia identification and support in Kansas schools, benefiting both students and educators.

More: [Kansas Dyslexia Task Force](#)

KANSAS EVERY CHILD CAN READ ACT

Summary: This act emphasizes the importance of literacy instruction based on the Science of Reading, evidence-based practices, and early intervention for students with characteristics of dyslexia. It promotes the use of best practices such as phonics, phonological awareness, and reading comprehension strategies aligned with the state's Dyslexia Handbook.

How This Affects Families and Educators: Ensures consistent literacy instruction across Kansas schools, mandates tiered interventions for struggling readers by third grade, and requires schools to report progress to the Kansas State Department of Education.

More: [Every Child Can Read Act](#)



TEACHER REQUIREMENTS

- Kansas requires annual structured literacy/dyslexia training for teachers and additional training for new teachers.
- Recommendations, based on the Dyslexia Task Force's work, cover pre-service training, professional learning, screening and evaluation, and evidence-based reading practices.

More:

- [Kansas Education Framework for Literacy](#)
- [Dyslexia Updates from the Kansas State Department of Education](#)

For more information and links to free resources for educators and families in Kansas, visit <https://www.stateofdyslexia.org/kansas>



KENTUCKY

Kentucky's dyslexia laws emphasize early identification, evidence-based interventions, and professional development for educators to support students with dyslexia. Schools are required to implement screening, provide targeted training, and develop policies to ensure consistent support for students and families.



LEGISLATIONS & REGULATIONS

HB69 (2012)

Summary: This legislation amends KRS Chapter 158 to define "dyslexia" and "qualified dyslexia screening tools." It mandates the Kentucky Department of Education to provide a dyslexia toolkit, including guidance on instruction and the identification of dyslexia and requires collaboration with the Kentucky Collaborative Center for Literacy Development for updating teacher professional development related to dyslexia.

How This Affects Families and Educators: Teachers are given the necessary tools to identify and support students with dyslexia. Families are assured that schools are taking steps to support children with dyslexia and learning disabilities, including early identification and targeted interventions.

More: [HB69](#)

HB187 - THE READY TO READ ACT (2018)

Summary: The Ready to Read Act requires the early identification of students at risk for dyslexia and mandates evidence-based interventions. Schools must implement early literacy screening for K-3 students and provide specific professional development for teachers to support students with dyslexia.

How This Affects Families and Educators: This law empowers teachers with training and resources for early detection of dyslexia, ensuring that students receive timely interventions. Families benefit from the assurance that their children are receiving the appropriate support based on research-backed instructional practices.

More: [HB187](#)

KENTUCKY REVISED STATUTE 158.307

Summary: This statute requires school districts to develop policies for identifying and addressing dyslexia in students. It mandates dyslexia screening for grades K-3 and the use of evidence-based interventions for students identified as at risk for dyslexia.

How This Affects Families and Educators: This statute ensures consistency across districts in identifying and supporting students with dyslexia, offering guidelines for teachers and providing a standardized approach for schools to follow. Families benefit from clearer expectations about the dyslexia support and screening available.

More: [KRS 158.307](#)



TEACHER REQUIREMENTS

- By the 2019-2020 school year, teacher preparation programs had to have provided training in dyslexia, screening, and intervention strategies.
- The Kentucky Department of Education collaborates with other agencies to offer ongoing professional development in dyslexia instruction for current educators.

More: [HB187](#)

For more information and links to free resources for educators and families in Kentucky, visit <https://www.stateofdyslexia.org/kentucky>.



LOUISIANA

Louisiana mandates early dyslexia screening, structured interventions, and teacher training in evidence-based reading instruction. Educators are required to complete training programs focusing on dyslexia awareness, intervention techniques, and structured literacy strategies.



LEGISLATIONS & REGULATIONS

SENATE BILL 336/ACT NO.517 (2024)

Summary: This bill requires additional testing for students identified through initial dyslexia screenings, including assessments, performance reviews, and parent interviews. Parents can choose an approved testing provider. This bill is part of the state's efforts to strengthen dyslexia identification and intervention practices.

How This Affects Families and Educators: Families have greater involvement in the testing process with the option to select the testing provider and receive reimbursement. Educators benefit from enhanced dyslexia screening protocols and structured intervention strategies in schools.

More: [SB336](#)

SENATE BILL 72/ACT NO. 499 (2024)

Summary: This bill exempts students with dyslexia from the required literacy screenings administered to K-3 students twice a year. Instead of these screenings, students with dyslexia will take an alternative test to assess their speech skills and oral reading fluency. This adjustment ensures that these students are not evaluated with assessments that may not reflect their true abilities, offering alternative tests to track their literacy development.

How This Affects Families and Educators: Families will benefit from a more personalized and fair approach to evaluating their child's literacy progress, with alternative assessments that account for dyslexia. Educators are encouraged to use these alternative methods, which can lead to better insights into how students with dyslexia are progressing in their reading skills.

More: [SB72](#)

SENATE BILL 440/ACT NO. 525 (2024)

Summary: This bill creates the Dyslexia Fund, a special state fund dedicated to supporting the costs of administering dyslexia assessments for students.

How This Affects Families and Educators: This bill provides a stable financial resource to help schools cover the costs of dyslexia testing, ensuring that resources are available for early identification and support.

More: [SB440](#)

HOUSE BILL 69/ACT NO. 266 (2023)

Summary: This bill requires the screening and diagnosis of dyslexia for students. The bill sets forth clear procedures for identifying students at risk for dyslexia through early screenings, followed by appropriate diagnostic evaluations.

How This Affects Families and Educators: Families will benefit from more consistent and early identification of dyslexia. For educators, the bill helps them implement more effective interventions and instructional strategies.

More: [HB69](#)

LOUISIANA TITLE 28 EDUCATION PART XXXV

Summary: This part of the Louisiana Administrative Code outlines policies and procedures for addressing dyslexia in schools. It includes definitions, screening requirements, and guidelines for multisensory structured language and literacy programs.

How This Affects Families and Educators: Provides a comprehensive framework for identifying and supporting students with dyslexia, ensuring consistent practices across Louisiana schools.

More: [Title 28 Education Part XXXV](#)



TEACHER REQUIREMENTS

- Screening Specialist Training Requirements include 18 clock hours of training in: characteristics of ADHD, dyslexia, and social and emotional risk factors; use of appropriate screening instruments; administration and interpretation of LEA-selected screening instruments; operation and administration of building-level committee; selection of classroom strategies, accommodations, and modifications; and child advocacy.
- Literacy Foundation Training is required for all K-3 teachers and leaders to provide in-depth knowledge to support assessment and instruction for students struggling with reading.
- Teacher preparation programs must include coursework on dyslexia identification, intervention strategies, and evidence-based practices.
- Teacher education programs have to include at least 3 credit hours focused on dyslexia.

More:

- [Senate Bill 222 \(2021\)](#)
- [Title 28 EDUCATION Part XXXV](#)
- [House Bill 136 \(2022\)](#)

For more information and links to free resources for educators and families in Louisiana, visit <https://www.stateofdyslexia.org/louisiana>



MAINE

Maine mandates early screening for students in Kindergarten through Grade 2 who are identified by teachers as having difficulties in phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding skills, rapid naming skills, and encoding skills. The law also requires structured interventions and teacher training in evidence-based literacy instruction. Schools must implement structured literacy approaches, and educators are required to complete professional development focused on dyslexia.



LEGISLATIONS & REGULATIONS

MAINE HP01630 / LD231 (2015)

Summary: This legislation defines dyslexia using the International Dyslexia Association's definition, requires screening for dyslexia for students in kindergarten through grade 2 who have been identified by a teacher as having reading difficulty, and establishes a dyslexia consultant position at the Department of Education.

How This Affects Families and Educators: Improves early identification of students with dyslexia through early screening, and provides schools with expert guidance through the dyslexia consultant.

More: [An Act to Ensure That Schoolchildren with Dyslexia Receive the Assistance Needed](#)

MRS TITLE 20-A, §4710-B

Summary: This statute requires school administrative units to screen students in Kindergarten through Grade 2 who are identified by a teacher as having difficulty in phonological and phonemic awareness; sound-symbol recognition; alphabet knowledge; decoding skills; rapid naming skills; or encoding skills.

How This Affects Families and Educators: Ensures early identification of students with dyslexia, allowing for timely interventions and support.

More: [MRS Title 20-A, §4710-B](#)



TEACHER REQUIREMENTS

The dyslexia consultant must provide school administrative units with dyslexia professional awareness training, including training on indicators of dyslexia, and development and implementation of professional development plans focused on evidence-based screening practices.

More: [Maine Revised Statutes Title 20-A, §4710-B](#)

For more information and links to free resources for educators and families in Maine, visit <https://www.stateofdyslexia.org/maine>



MARYLAND

Maryland mandates early screening for dyslexia, evidence-based intervention strategies, and ongoing teacher training. Schools must provide structured literacy programs, and teachers are required to complete dyslexia-focused professional development.



LEGISLATIONS & REGULATIONS

COMAR 13A.03.08 – STUDENTS AT RISK FOR READING DIFFICULTIES (2022)

Summary: Requires Maryland schools to screen all kindergarten students and certain first through third grade students for reading difficulties. It mandates supplemental reading instruction for students identified at risk and outlines evaluation methods for the screening program. This regulation includes guidelines for progress monitoring and annual reporting. Establishes regulations for screening, intervention, and reporting for students at risk for reading difficulties.

How This Affects Families and Educators: Provides a structured approach to identifying and supporting students with reading difficulties, ensuring accountability and standardized practices across schools, and notifying parents of screening results and the supplemental instruction plan.

More: [COMAR 13A.03.08](#)

HSB734 – THE READY TO READ ACT (2019)

Summary: Requires screening for reading difficulties, provides supplemental reading instruction, and mandates progress monitoring and reporting.

How This Affects Families and Educators: Ensures early identification and intervention for students at risk of reading difficulties, including dyslexia, through structured screening and reporting systems.

More: [Senate Bill 734](#)



TEACHER REQUIREMENTS

- Local Education Agencies (LEAs) must provide professional learning for school staff focused on evidence-based, sequential, systematic, explicit, and cumulative instruction for foundational reading skills.
- All Pre-K-3 staff must be trained in instructional practices related to the Science of Reading within the next few years.
- Maryland Leads grant recipients must provide professional development aligned to the science of teaching reading for K-3 educators, special education teachers, principals, and literacy specialists

More: [Ready to Read Act - Maryland State Department of Education](#)

For more information and links to free resources for educators and families in Maryland, visit <https://www.stateofdyslexia.org/maryland>



MASSACHUSETTS

Massachusetts requires dyslexia screening for early grades, evidence-based intervention plans, and professional development for teachers. Educators must follow structured literacy practices and complete training in dyslexia awareness and support strategies.



LEGISLATIONS & REGULATIONS

GENERAL LAW CHAPTER 287 OF THE ACTS OF 2012 (AMENDED 2018)

Summary: Established an early literacy expert panel to develop recommendations for improving reading proficiency by the end of third grade. The 2018 amendment added provisions related to dyslexia screening and teacher preparation.

How This Affects Families and Educators: Ensures dyslexia is considered in early literacy initiatives; improves identification of students with dyslexia through recommended screening practices; enhances teacher preparation for supporting students with dyslexia; promotes research-based strategies for reading instruction and intervention.

More: [Chapter 287](#)

GENERAL LAWS CHAPTER 71, SECTION 57A

Summary: This law requires the Department of Elementary and Secondary Education to issue guidelines for districts to develop screening procedures for students showing potential indicators of neurological learning disabilities, including dyslexia.

How This Affects Families and Educators: Ensures early identification of students with dyslexia and other learning disabilities, allowing for timely interventions and support.

More: [General Law - Part I, Title XII, Chapter 71, Section 57A](#)

CHAPTER 272 OF THE ACTS OF 2018

Summary: This act amends various sections (Chapter 71 and Chapter 287) of Massachusetts law to improve support for students with dyslexia and other neurological learning disabilities. It directs the Department of Elementary and Secondary Education, in consultation with the Department of Early Education and Care, to issue guidelines for screening students who demonstrate potential signs of learning disabilities like dyslexia.

How This Affects Families and Educators: Educators will receive new guidelines and protocols for identifying students at risk for dyslexia, while families will benefit from early identification and timely support. Educators will also be provided with recommendations for effective screening and teacher training related to reading disabilities.

More: [Chapter 272](#)

CHAPTER 71B, SECTION 3

Summary: This section outlines the responsibilities of school committees in identifying, diagnosing, evaluating, and providing special education services to students with disabilities, including notifying parents in writing about evaluations, informing them of their right to request independent evaluations, and appealing decisions.

How This Affects Families and Educators: Ensures that students with dyslexia receive appropriate evaluations and services within the public school system.

More: [General Law - Part I, Title XII, Chapter 71B, Section 3](#)



TEACHER REQUIREMENTS

- Massachusetts requires educators to complete training on the principles of scientifically-based reading instruction.
- The state encourages professional development related to dyslexia awareness and intervention strategies.
- Reading Specialists must demonstrate expertise in evidence-based literacy practices, including understanding how reading develops in the brain, the key components of reading, and the characteristics of students with reading disabilities such as dyslexia. They are also trained to use valid and reliable assessments to identify students at risk and guide effective instruction.

More: [Massachusetts Dyslexia Guidelines](#)

For more information and links to free resources for educators and families in Massachusetts, visit <https://www.stateofdyslexia.org/massachusetts>



MICHIGAN

Michigan's dyslexia-related legislation has evolved, as more recent laws, Senate Bills 567 and 568 (2024), require K–3 dyslexia screening starting in the 2027–2028 school year and mandate that teacher preparation programs include instruction on dyslexia identification and intervention. Legislation funds early literacy efforts, defines dyslexia using the IDA definition, and the Michigan Dyslexia Handbook serves as a key resource for families and educators.



LEGISLATIONS & REGULATIONS

SB 567 (2024)

Summary: This law requires schools to screen students for characteristics of dyslexia and other reading difficulties by the 2027-2028 school year, using evidence-based screening tools. It also mandates students receive interventions for reading difficulties under a multi-tiered system of supports (MTSS). Schools must provide parents with information about the screening results, available supports, and recommended next steps.

How This Affects Families and Educators: Ensures early identification of students with dyslexia, allowing for timely interventions and support.

More: [SB 567](#)

SB 568 (2024)

Summary: This law requires teacher preparation programs to include instruction on identifying and addressing dyslexia in students. Specifically, the law requires coursework on the characteristics of dyslexia, evidence-based screening methods, and effective interventions to support struggling readers.

How This Affects Families and Educators: Improves teacher preparedness on evidence-based literacy practices to identify and support students with dyslexia.

More:

- [SB 568](#)
 - [Legislative Analysis of 568 \(starting page 10\)](#).
-

SECTION 388.1635A OF THE STATE SCHOOL AID ACT (1979)

Summary: This section provides the legal definition of dyslexia in Michigan and outlines requirements for professional development, screening tools, and early literacy coaches.

How This Affects Families and Educators: Establishes a clear definition of dyslexia and mandates support for teachers and students in addressing reading difficulties.

More: [Section 388.1635a of The State School Aid Act](#)



TEACHER REQUIREMENTS

- By September 1, 2024, the Department of Education had to provide guidance regarding dyslexia technical assistance to districts and schools.
- By the 2027-2028 school year, all literacy consultants, literacy coaches, and other personnel providing reading intervention or instruction must receive professional learning on dyslexia characteristics, secondary characteristics of dyslexia, evidence-based instructional practices to support students with dyslexia.
- Teacher preparation programs must include instruction on identifying and addressing dyslexia in students, as well as evidence-based instructional.

More: [MTSS Requirements](#)

For more information and links to free resources for educators and families in Michigan, visit <https://www.stateofdyslexia.org/michigan>



MINNESOTA

Minnesota requires early screening for dyslexia indicators in K-3 students, along with structured interventions using evidence-based literacy practices. Teachers must receive training in identifying dyslexia characteristics and implementing appropriate interventions. Schools are encouraged to use resources and tools aligned with state literacy guidelines to support struggling readers effectively.



LEGISLATIONS & REGULATIONS

MINNESOTA STATUTES SECTION 120B.12 (READ ACT GOAL AND INTERVENTIONS)

Summary: This statute requires schools to identify students who are not reading at grade level and screen them for characteristics of dyslexia. It also mandates the implementation of evidence-based reading instruction and interventions.

How This Affects Families and Educators: Ensures early identification and support for students with reading difficulties, including dyslexia. Teachers must implement evidence-based reading instruction and interventions.

More: [Minnesota Statutes Section 120B.12](#)

MINNESOTA STATUTES SECTION 125A.01 - DYSLEXIA DEFINITION

Summary: This statute provides the legal definition of dyslexia in Minnesota, describing it as a specific learning disability with neurological origins.

How This Affects Families and Educators: Establishes a clear, legally recognized definition of dyslexia, ensuring consistent understanding and application across educational settings.

More: [Minnesota Statutes Section 125A.01](#)

MINNESOTA STATUTES SECTION 122A.092 (SUBSECTION 5) - TEACHER PREPARATION PROGRAMS

Summary: This statute requires teacher preparation programs to include instruction on dyslexia, including its nature, symptoms, and evidence-based instructional strategies.

How This Affects Families and Educators: Ensures that new teachers enter the profession with awareness of dyslexia and the ability to identify potential signs in students.

More: [Minnesota Statutes Section 122A.092](#)

MINNESOTA STATUTES SECTION 125A.56

Summary: Mandates school districts to implement at least two research-based interventions for students in K-12 before referring them for special education evaluation, with an exception for urgent cases, and ensures at-risk students receive multisensory, systematic, and explicit instruction, particularly for reading difficulties.

How This Affects Families and Educators: Ensures students receive appropriate interventions before special education referral, potentially reducing unnecessary evaluations and providing targeted support for struggling readers.

More: [Sec. 125A.56 MN Statutes](#)

MINNESOTA STATUTES SECTION 120B.122

Summary: Requires the Department of Education to employ a dyslexia specialist and requires mandatory screening of every child in kindergarten through third grade for foundational reading skills and characteristics of dyslexia.

How This Affects Families and Educators: Improves support and resources for educators working with students with dyslexia, and ensures comprehensive and consistent screening practices, leading to early identification and intervention for students with reading difficulties.

More: [Sec. 120B.122 MN Statutes](#)



TEACHER REQUIREMENTS

- Minnesota requires teachers to receive training on evidence-based structured literacy instruction.
- Teacher preparation programs must include instruction on dyslexia, including its nature, symptoms, and evidence-based instructional strategies.

More: [Minnesota Statutes Section 120B.12](#)

For more information and links to free resources for educators and families in Minnesota, visit <https://www.stateofdyslexia.org/minnesota>



MISSISSIPPI

Mississippi mandates universal dyslexia screening for all students in the spring of Kindergarten and the Fall of Grade 1, evidence-based literacy instruction, and structured intervention plans for students not meeting proficiency on screening benchmarks. Teachers are required to complete training in dyslexia awareness, assessment strategies, and structured literacy approaches. Dyslexia therapists must meet specific certification requirements to provide specialized support for students with reading difficulties.



LEGISLATIONS & REGULATIONS

HB1031 (2012) - MISSISSIPPI DYSLEXIA THERAPY SCHOLARSHIP FOR STUDENTS WITH DYSLEXIA PROGRAM

Summary: This bill establishes a scholarship program for students with dyslexia to attend approved nonpublic schools that provide dyslexia therapy.

How This Affects Families and Educators: It provides caregivers with notification of the results of the early screeners and of potential reading difficulties. It also provides educational options for students with dyslexia and sets standards for dyslexia therapy in participating schools.

More: [HB1031](#)

HB950 (2012) - DYSLEXIA SCREENING

Summary: Requires screening of all students for dyslexia between spring of kindergarten and fall of Grade 1.

How This Affects Families and Educators: Ensures early identification of students at risk for dyslexia, allowing for timely interventions.

More: [Mississippi HB 950](#)

HB1046 (2017) - EXTENSION OF THE DYSLEXIA THERAPY SCHOLARSHIP

Summary: Expands the dyslexia scholarship program to allow students in grades 1-12 to attend a private school, or a neighboring public school district, in order to receive instruction by a trained dyslexia therapy specialist. It also requires districts to use a state-approved screener in order to determine students that are eligible for a dyslexia therapy scholarship.

How This Affects Families and Educators: Provides greater educational options for older students in middle and high school for students with dyslexia.

More: [HB1046](#)

MISSISSIPPI CODE § 37-173-16

Summary: Mandates that districts must provide at least four hours of in-service training every three years for all licensed educators and paraprofessionals regarding dyslexia and related disorders awareness education, ensuring teachers are equipped to identify and appropriately support students with dyslexia.

How This Affects Families and Educators: Ensures that educators working with students are knowledgeable about signs of dyslexia, as well how to identify and instruct students with dyslexia.

More: [Mississippi Code § 37-173-16](#)

MISSISSIPPI CODE § 37-106-71

Summary: This program is designed to identify and recruit qualified students within the state to pursue master's degrees in dyslexia therapy at approved institutions using an Orton-Gillingham approach. Upon completion of their degrees and licensure requirements, recipients are obligated to serve as licensed dyslexia therapists in Mississippi public school districts or eligible nonpublic schools in order to receive loan forgiveness.

How This Affects Families and Educators: Ensures that more educators in the state are specifically trained in Orton-Gillingham-based methodologies, and can provide 'dyslexia therapy' support to students in need of reading interventions.

More: [Sec. 120B.122 MN Statutes](#)

MISSISSIPPI CODE §37-23-15 (2019)

Summary: Creates a grant program in which school districts can implement pilot programs for dyslexia with students not identified as needing special education using multisensory methodologies. Funds for this grant are based on appropriations by the state.

How This Affects Families and Educators: Ensures that there are more opportunities for students not qualifying for special education services to be instructed in evidence-based methodologies and supports more students in achieving college- and career-readiness standards.

More: [Mississippi Code §37-23-15](#)



TEACHER REQUIREMENTS

- The Department of Education requires school districts to conduct four hours of awareness training on dyslexia and related disorders for all licensed educators and paraprofessionals responsible for instruction.
- Teacher preparation programs must include dyslexia training based on the International Dyslexia Association's Knowledge and Practice Standards.
- The state approves the requirements for programs offering the 'dyslexia therapist' AA license grounded in Orton-Gillingham-based methodologies.

More: [Mississippi Code § 37-173-16](#)

For more information and links to free resources for educators and families in Mississippi, visit <https://www.stateofdyslexia.org/mississippi>



MISSOURI

Missouri requires schools to screen students in Grades K-3 for dyslexia risk factors, provide support and accommodations for students at-risk for dyslexia, and provide educators with training in dyslexia awareness. Professional development includes strategies for identifying dyslexia, components of reading intervention, and screening and progress monitoring. Families must be informed of screening results and intervention plans to ensure ongoing support at home.



LEGISLATIONS & REGULATIONS

SB638 (2016)

Summary: This bill requires the Department of Elementary and Secondary Education to develop guidelines for dyslexia screening and classroom support. It mandates that the guidelines be consistent with the recommendations of the dyslexia task force.

How This Affects Families and Educators: Provided a pathway for future legislation and guidance on dyslexia to be passed.

More: [SB638](#)

HB2379 (2016)

Summary: This bill creates a Legislative Task Force on Dyslexia to advise and make recommendations to the governor, joint committee on education, and relevant state agencies. The task force was tasked with making recommendations for a statewide system for identification, intervention, and delivery of supports for students with dyslexia.

How This Affects Families and Educators: The task force's recommendations lead to improved policies and practices for supporting students with dyslexia in Missouri schools.

More: [HB2379](#)

CHAPTER 167.950 - DYSLEXIA SCREENING (2016)

Summary: This chapter outlines requirements for dyslexia screening in public schools and charter schools, as well as the provision of classroom support for students with dyslexia. Led to universal screening for students in Kindergarten-grade 3 three times a year starting in the 2018-2019 school year.

How This Affects Families and Educators: Mandates consistent screening practices and support across Missouri schools for students with dyslexia.

More: [Chapter 167.950](#)



TEACHER REQUIREMENTS

- All practicing teachers must receive two hours of in-service training on dyslexia and related disorders.
- School districts and charter schools must provide the training, which counts as two contact hours of professional development.

More: [Missouri 167.950](#)

For more information and links to free resources for educators and families in Missouri, visit <https://www.stateofdyslexia.org/missouri>



MONTANA

Montana emphasizes early identification of reading difficulties, including dyslexia, through universal screening. Schools must implement evidence-based literacy interventions and promote ongoing professional development in structured literacy practices. These measures aim to improve reading outcomes for all students, especially those at risk for dyslexia.



LEGISLATIONS & REGULATIONS

HB352 (2023) - EARLY LITERACY TARGETED INTERVENTIONS

Summary: This bill establishes three voluntary early literacy intervention programs—classroom-based, home-based, and jumpstart—along with an evaluation methodology to identify children at risk of not meeting reading benchmarks, aiming to improve reading proficiency by 3rd grade.

How This Affects Families and Educators: Provides additional resources and options for early literacy support, potentially benefiting students at risk for reading difficulties, including those with dyslexia.

More: [House Bill 352](#)

SB140 (2019) - MONTANA DYSLEXIA SCREENING AND INTERVENTION ACT

Summary: This bill defines dyslexia, requires screening and intervention for students with dyslexia, and provides guidance from the Montana Office of Public Instruction on educator preparation.

How This Affects Families and Educators: Ensures early identification and support for students with dyslexia. Teachers must implement evidence-based screening and instruction methods.

More: [Senate Bill 140](#)



TEACHER REQUIREMENTS

- SB140 urges entities involved in teacher preparation and professional development to ensure educators are prepared to identify and serve students with dyslexia.
- The Montana Office of Public Instruction (OPI) is required to provide guidance on best practices for identifying and supporting students with dyslexia.

More: [SB140](#)

For more information and links to free resources for educators and families in Montana, visit <https://www.stateofdyslexia.org/montana>



Nebraska requires early screening for students, structured intervention plans, and teacher training in evidence-based reading instruction. Schools must maintain communication with families about their child's progress.



LEGISLATIONS & REGULATIONS

NEBRASKA LB645 (2017)

Summary: This bill added the definition of dyslexia to state education statute Section 79-1118.01.

How This Affects Families and Educators: Provides a clear, legally recognized definition of dyslexia, ensuring consistent understanding and application across educational settings.

More: [Nebraska LB645](#)

NEBRASKA REVISED STATUTE 79-1118.01

Summary: Defines dyslexia as a specific learning disability that is neurobiological in origin, characterized by difficulties with accurate or fluent word recognition, poor spelling, and decoding abilities, typically resulting from a deficit in the phonological component of language.

How This Affects Families and Educators: Provides a clear, legally recognized definition of dyslexia in Nebraska schools, ensuring consistent understanding and identification.

More: [Nebraska Revised Statute 79-1118.01](#)

NEBRASKA REVISED STATUTE 79-2603

Summary: This statute requires school districts to administer approved reading assessments three times a year to students in kindergarten through grade three, with some exceptions.

How This Affects Families and Educators: Ensures early identification of reading difficulties, including dyslexia, allowing for timely interventions.

More: [Nebraska Revised Statute 79-2603](#)

NEBRASKA REVISED STATUTE 79-2605

Summary: Requires each school district to provide a supplemental reading intervention program for students struggling to read. The program must be implemented during regular school hours in addition to regular reading instruction, and should include evidence-based practices, diagnostic assessments, frequent progress monitoring, and may also include summer sessions or after-school programs to ensure reading proficiency by the end of third grade.

How This Affects Families and Educators: Ensures students with reading difficulties receive additional support; mandates evidence-based interventions; and requires progress monitoring and adjustment of instruction based on student needs.

More: [Nebraska Revised Statute 79-2605](#)

NEBRASKA REVISED STATUTE 79-2606

Summary: Requires schools to notify families or guardians within 15 working days if a student is identified as having a reading deficiency. An individualized reading improvement plan must be established within 30 days of identification.

How This Affects Families and Educators: Ensures timely communication with families and prompt intervention for students struggling with reading.

More: [Nebraska Revised Statute 79-2606](#)

NEBRASKA REVISED STATUTE 79-11,156

Summary: This statute requires that students identified as exhibiting characteristics of dyslexia receive evidence-based structured literacy instruction using a multisensory approach. Schools are not allowed to require a medical diagnosis for a student to receive this intervention.

How This Affects Families and Educators: Mandates specific instructional approaches for students with dyslexia, ensuring they receive appropriate support.

More: [Nebraska Revised Statute 79-11,156](#)

NEBRASKA REVISED STATUTE 79-11,157.01

Summary: Requires school districts to annually report to the State Department of Education information relating to dyslexia, including the number of students tested for specific learning disabilities in reading, identified as having a reading issue, and showing growth on reading measures.

How This Affects Families and Educators: This ensures transparency in how students with reading challenges, including dyslexia, are being identified and supported. The data collected will help inform legislative decisions and improve targeted interventions for struggling readers.

More: [Nebraska Revised Statute 79-11,157.01](#)



TEACHER REQUIREMENTS

- Nebraska requires the State Department of Education must implement a professional learning system to provide sustained training on evidence-based reading instruction for teachers of children aged 4 through third grade. This system includes resources to support home and family literacy programs.
- The State Department of Education may provide technical assistance to school boards in implementing the Nebraska Reading Improvement Act.

More: [Nebraska Revised Statute 79-2607](#)

For more information and links to free resources for educators and families in Nebraska, visit <https://www.stateofdyslexia.org/nebraska>



NEVADA

Nevada mandates early dyslexia screening for students in primary grades, along with structured literacy intervention programs. Teachers must complete professional development focused on dyslexia. These measures ensure students with dyslexia receive timely and consistent support.



LEGISLATIONS & REGULATIONS

AB341 (2015)

Summary: This bill requires dyslexia screening, intervention, and teacher training. It mandates the Department of Education to designate a dyslexia specialist and requires school districts to employ dyslexia interventionists.

How This Affects Families and Educators: Ensures early identification and support for students with dyslexia. Teachers must receive training on dyslexia awareness and intervention strategies.

More: [Assembly Bill 341](#)



TEACHER REQUIREMENTS

- Each school district and charter school must provide professional development regarding dyslexia for teachers and other educational personnel.
- The Department of Education must ensure that each regional training program employs at least one dyslexia specialist.

More: [Assembly Bill 341, Section 13](#)

For more information and links to free resources for educators and families in Nevada, visit <https://www.stateofdyslexia.org/nevada>



NEW HAMPSHIRE

New Hampshire requires schools to screen all students in Kindergarten through Grade 3 for dyslexia indicators, provide evidence-based interventions for students identified as having potential risk factors or indicators of dyslexia, and notify caregivers of the results of the screener as well as any intervention(s) being provided to the child. Professional development focuses on dyslexia awareness, intervention methods, and phonics-based reading instruction. Schools are also required to maintain regular communication with families regarding intervention plans.



LEGISLATIONS & REGULATIONS

HB 377 (2023)

Summary: This bill requires additional dyslexia screening and intervention for kindergarten through third-grade students who fail to meet grade-level benchmarks on the universal screener. The bill requires school districts to complete this additional assessment within 30 days of the original screener to determine if a child need differentiated, supplemental evidence-based reading instruction intervention.

How This Affects Families and Educators: Enhances early identification and intervention for students with dyslexia characteristics. Schools must provide evidence-based reading interventions to students who fail to meet grade-level benchmarks on the initial screener and additional assessment. Teachers must receive training on dyslexia awareness and intervention strategies.

More: [House Bill 377](#)

HB 604 (2023)

Summary: This bill allows the Department of Education to employ a staff member who is a reading specialist to provide school districts with the support and resources necessary to assist students with dyslexia and related disorders and their families.

How This Affects Families and Educators: Improves access to expertise on dyslexia and related disorders for school districts; enhances support for students with dyslexia and their families; provides technical assistance to schools in addressing the needs of students with dyslexia.

More: [House Bill 604](#)

HB 1644 (2016)

Summary: This bill defines dyslexia using the IDA definition, requires screening and intervention for dyslexia and related disorders, establishes a reading specialist position in the Department of Education, and provides more comprehensive teacher training on dyslexia.

How This Affects Families and Educators: Ensures early identification and support for students with dyslexia. Teachers can access training on dyslexia awareness and intervention strategies.

More: [House Bill 1644](#)

RSA 200:58

Summary: This statute provides definitions for dyslexia and related disorders.

How This Affects Families and Educators: Establishes clear, legally recognized definitions, ensuring consistent understanding across educational settings and with other states across the country.

More: [RSA 200:58](#)

RSA 200:59

Summary: This statute outlines requirements for screening and intervention for dyslexia and related disorders in Kindergarten-Grade 3. The regulation also outlines the process by which caregivers are to be notified of screening results, evidence-based interventions being implemented, and possible referrals to special education.

How This Affects Families and Educators: Mandates screening procedures and intervention strategies for students identified with potential dyslexia characteristics. It also provides concrete requirements to notify caregivers of their child's results and progress in any interventions.

More: [RSA 200:59](#)

RSA 200:61

Summary: This statute requires the state reading specialist to develop and publish professional development modules on the characteristics of dyslexia and interventions and evidence-based practices to support students with dyslexia teacher professional development and training related to dyslexia.

How This Affects Families and Educators: Expands opportunity for both pre-service and in-service educators to learn about dyslexia and evidence-based interventions educators receive training on recognizing dyslexia characteristics and implementing evidence-based interventions.

More: [RSA 200:61](#)



TEACHER REQUIREMENTS

- All teachers and school administrators must have access to professional development materials on recognizing dyslexia characteristics and evidence-based interventions.
- Teacher preparation programs must include explicit professional awareness of best practices for recognizing dyslexia as well as evidence-based practices and interventions to support students with dyslexia.

More: [Teacher Professional Development and Training](#)

For more information and links to free resources for educators and families in New Hampshire, visit <https://www.stateofdyslexia.org/newhampshire>



NEW JERSEY

New Jersey mandates early dyslexia screening, structured interventions, and ongoing teacher training in evidence-based reading instruction. Teachers must receive professional development, and schools are required to use state-approved tools for dyslexia identification and intervention.



LEGISLATIONS & REGULATIONS

NJ S2644 (2024)

Summary: This bill establishes a working group at least one member who has expertise working with students with dyslexia focused on Student Literacy and mandates universal literacy screenings for kindergarten through grade three students.

How This Affects Families and Educators: Improves early literacy identification and support systems in New Jersey schools.

More: [NJ_S2644](#)

NEW JERSEY CHAPTER 210 (2014)

Summary: This law requires early screening of students for potential indicators of dyslexia and other reading disabilities, particularly in grades K-2 and for newly enrolled students in grades K-6 who lack prior screening records. It also requires comprehensive assessments for students identified through screening and the implementation of evidence-based interventions.

How This Affects Families and Educators: Ensures early identification of students with dyslexia or other reading disabilities.

More: [Chapter 210](#)

NEW JERSEY CHAPTER 131 (2013)

Summary: This law incorporates the International Dyslexia Association's definition of dyslexia into New Jersey education code.

How This Affects Families and Educators: Establishes a clear, legally recognized definition of dyslexia in New Jersey schools.

More: [Chapter 131](#)

NEW JERSEY CHAPTER 105 (2013)

Summary: This law requires professional development for teachers on dyslexia and other reading disabilities. It requires specific teaching staff, such as general education teachers in K-3 and special education teachers, to complete at least two hours of annual training focused on screening, intervention, accommodations, and technology use for students with reading disabilities, including dyslexia.

How This Affects Families and Educators: Ensures educators receive training to better identify and support students with dyslexia.

More: [PL2013, c. 105](#)



TEACHER REQUIREMENTS

- A minimum of two hours of professional development each year is required for general education teachers (K-3), special education teachers, learning disabilities teacher consultants, and speech-language specialists.
- Professional development must cover screening, intervention, accommodation, and use of technology for students with disabilities, including dyslexia.

More: [The New Jersey Dyslexia Handbook](#)

For more information and links to free resources for educators and families in New Jersey, visit <https://www.stateofdyslexia.org/new-jersey>.



NEW MEXICO

New Mexico requires schools to screen students for dyslexia, provide evidence-based interventions, and ensure teachers complete structured literacy training. Additionally, professional development opportunities are offered to enhance teacher effectiveness in dyslexia support.



LEGISLATIONS & REGULATIONS

SB398 (2019)

Summary: This bill requires dyslexia screening for all first-grade students and mandates school districts to develop and implement a literacy professional development plan for teachers. Additionally, school districts must provide evidence-based interventions with progress monitoring to address students' needs.

How This Affects Families and Educators: Ensures early identification of dyslexia and improves teacher preparedness to support students with dyslexia.

More:

- [Senate Bill 398](#)
- [House Bill 230 \(2010\) which expanded on the original SB398](#)

NEW MEXICO STATUTES SECTION 22-13-32

Summary: This statute requires all first-grade students to be screened for dyslexia and provides evidence-based interventions for those showing signs of reading difficulties. Schools must also develop literacy training plans for teachers.

How This Affects Families and Educators: Provides a comprehensive framework for supporting students with dyslexia, including screening, intervention, and professional development for educators.

More: [New Mexico Statutes Section 22-13-32](#)



TEACHER REQUIREMENTS

- School districts must develop and implement a literacy professional development plan that includes structured literacy training for elementary school teachers, and evidence-based reading intervention training for reading interventionists and special education teachers working with students demonstrating characteristics of dyslexia.
- The Department of Education must provide lists of recommended teacher professional development materials and opportunities regarding evidence-based reading instruction for students at risk for reading failure and displaying characteristics of dyslexia.

More: [New Mexico Statutes Section 22-13-32](#)

For more information and links to free resources for educators and families in New Mexico, visit <https://www.stateofdyslexia.org/new-mexico>



NEW YORK

New York has enacted several key legislative measures to support students with dyslexia, dysgraphia, and dyscalculia. These laws aim to enhance awareness, promote early identification, and establish evidence-based educational practices to address the unique needs of these students.



LEGISLATIONS & REGULATIONS

A02687 (2025)

Summary: Establishes a Center for Dyslexia and Dysgraphia within the New York State Education Department to define dyslexia and dysgraphia, set evidence-based standards for universal screening and interventions, guide teacher preparation, create a comprehensive guidebook for schools and educators, issue public reports on progress, and provide professional development and guidance for local education agencies.

How This Affects Families and Educators: Families benefit from clear policies, universal screening, and access to evidence-based interventions for students with dyslexia and dysgraphia. Educators and school leaders gain research-backed guidance, professional development, and tools to identify, teach, and support students with reading and writing difficulties.

More: [A02687 \(2025\)](#).

S5481A/A2898A – DYSLEXIA DIAGNOSIS ACCESS ACT (2024)

Summary: Required health insurance policies that provide physician or medical coverage to include comprehensive neuropsychological examinations for diagnosing dyslexia and determining an individual's psychological, emotional, and educational needs.

How This Affects Families and Educators: Expanded access to dyslexia diagnosis by ensuring insurance coverage for neuropsychological testing, which can be costly and is often not covered. Supported earlier identification and intervention for students with dyslexia, helping families access the services their children need.

More: [NY State Senate Bill S5481A](#)

S2599 - DYSLEXIA AND DYSGRAPHIA TASK FORCE ACT (2023)

Summary: Establishes a dyslexia and dysgraphia task force to examine appropriate and effective evidence-based screening methods, reading interventions, and other educational supports for students with dyslexia and dysgraphia in kindergarten through grade five.

How This Affects Families and Educators: Creates a framework for developing comprehensive dyslexia and dysgraphia support systems in New York schools; promotes evidence-based screening and intervention practices; enhanced awareness and understanding among educators and policymakers; and aims to improve early identification and support for students.

More: [NY State Senate Bill S2599](#)

A8262/S6581 (2017)

Summary: This bill requires the Commissioner of Education to issue a guidance memorandum to school districts and BOCES to inform them of the unique educational needs of students with dyslexia, dyscalculia, and dysgraphia.

How This Affects Families and Educators: Increases awareness and understanding of these learning disabilities in educational settings, potentially leading to better support for affected students.

More: [NY State Assembly Bill A8262](#)

CHAPTER 216 OF THE LAWS OF 2017

Summary: This law amended the Education Law to include provisions for the New York State Education Department to issue guidance on the unique educational needs of students with dyslexia, dysgraphia, and dyscalculia.

How This Affects Families and Educators: Provides a framework for schools to better understand and address the needs of students with these learning disabilities.

More: [Students with Disabilities Resulting from Dyslexia, Dysgraphia, and Dyscalculia](#)

PART 200 OF THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Summary: These regulations define learning disabilities, including conditions such as dyslexia, and outline requirements for special education services and the responsibilities of school districts in identifying, evaluating, and providing appropriate educational services to students with disabilities.

How This Affects Families and Educators: Ensures that students with dyslexia are recognized under the category of learning disabilities and receive the necessary support and services as mandated by state regulations.

More: [Part 200 of the Regulations of the Commissioner](#)



TEACHER REQUIREMENTS

- New York State requires that all teacher preparation programs include training on the identification and instruction of students with dyslexia as part of their literacy coursework.
- The New York State Education Department (NYSED) mandates that teachers are trained in evidence-based practices for teaching reading, including understanding dyslexia and effective instructional strategies.
- All educators applying for certification must complete training on the identification and intervention of students with dyslexia as part of their professional development.
- NYSED encourages professional development opportunities focused specifically on dyslexia, including workshops and training sessions provided by various educational organizations.
- Schools are encouraged to utilize resources such as the New York State Dyslexia Handbook to inform instructional practices and support students with dyslexia.

More: [New York State Dyslexia Handbook](#)

For more information and links to free resources for educators and families in New York, visit <https://www.stateofdyslexia.org/new-york>



NORTH CAROLINA

North Carolina emphasizes early identification of dyslexia through universal screening. State guidelines require schools to maintain transparency with families about their child's progress and intervention plans.



LEGISLATIONS & REGULATIONS

SB387 (2021)

Summary: Mandates the implementation of the Science of Reading for K-3 literacy instruction, requiring Individual Reading Plans for students facing reading difficulties and establishing reading camps. It establishes a framework for training educators in effective reading instruction methods, ensuring that literacy practices are aligned with the Science of Reading.

How This Affects Families and Educators: Educators are required to complete professional development in reading instruction, while families will be informed about their child's reading plan and given resources to support literacy at home.

More: [Senate Bill 387](#)

HB149 (2017)

Summary: This bill defines dyslexia, requires professional development for educators on dyslexia and other specific learning disabilities, and mandates local boards of education to review diagnostic tools and screening instruments for dyslexia.

How This Affects Families and Educators: Ensures a consistent definition of dyslexia across the state and improves educator preparedness to identify and support students with dyslexia.

More: [House Bill 149](#)

GS § 115C-83.6

Summary: This statute outlines requirements early reading assessments and interventions for all K-3 students, integrates data analysis to identify reading challenges, and emphasizes parent involvement in decisions.

How This Affects Families and Educators: Families gain insight into their child's reading progress and access to targeted support programs. Educators receive tools and guidance to address reading difficulties and improve literacy outcomes.

More: [North Carolina General Statutes § 115C-83.6](#)



TEACHER REQUIREMENTS

- The State Board of Education must ensure ongoing professional development opportunities for teachers and other school personnel on identifying and providing intervention strategies for students with disabilities.
- Educators are encouraged to complete training programs aligned with evidence-based literacy instruction practices.

More: [SB387](#)

For more information and links to free resources for educators and families in North Carolina, visit <https://www.stateofdyslexia.org/north-carolina>



NORTH DAKOTA

North Dakota mandates early dyslexia screening, evidence-based interventions and teacher training in structured literacy instruction. Schools must ensure educators are equipped to identify and address dyslexia effectively. Regular communication with families is required to support student progress.



LEGISLATIONS & REGULATIONS

HB1231 (2023)

Summary: This bill amends NDCC 15.1-32-26 to create a dyslexia screening and intervention pilot program and enhance support for students at risk for dyslexia. The bill provides for universal dyslexia screening for children, including phonemic awareness, decoding, and spelling components.

How This Affects Families and Educators: Improves teacher preparation in reading instruction and enhances support for students with dyslexia through a comprehensive task force approach.

More: [North Dakota House Bill 1231](#)

NDCC 15.1-32-26

Summary: This statute outlines requirements for dyslexia screening and intervention, including universal screening for children seven years of age and younger.

How This Affects Families and Educators: Mandates consistent screening practices and support across North Dakota schools for students with dyslexia.

More: [Dyslexia | North Dakota Department of Public Instruction](#) (Note: Only the statute 15.1-32-26 is active; the others on the list have been repealed)

HB1461 (2019)

Summary: This bill defined dyslexia, created a pilot program, and set screening and intervention requirements.

How This Affects Families and Educators: Ensured early identification and support for students with dyslexia characteristics through screening and intervention programs.

More: [HB1461](#)



TEACHER REQUIREMENTS

- School districts in North Dakota must provide professional development on dyslexia characteristics and interventions to appropriate K-3 personnel, ensuring schools have staff who can support students with dyslexia.
- Teachers and principals in grades K-3 must be trained in explicit and systematic literacy instruction, as required by NDCC 15.1-21-12.1 (2021), which benefits students, including those with dyslexia.
- While North Dakota does not require credentialed dyslexia specialists, school districts must identify staff to receive dyslexia training and guide the support of students with dyslexia.

More: [Educator's Guide to North Dakota Dyslexia Law](#)

For more information and links to free resources for educators and families in North Dakota, visit <https://www.stateofdyslexia.org/north-dakota>



OHIO

Ohio requires early dyslexia screening for K-3 students, structured interventions, and professional development for teachers in evidence-based literacy instruction and characteristics of dyslexia. Educators must maintain regular communication with families regarding screening results and intervention plans. The Ohio Dyslexia Committee provides oversight and guidance to ensure districts and schools are in compliance with the requirements established in the Dyslexia Guidebook.



LEGISLATIONS & REGULATIONS

HB436 (2021)

Summary: This bill requires dyslexia screening for all students in grades K-3, establishes the Ohio Dyslexia Committee, and mandates professional development hours in dyslexia for certain educators. It also requires districts to notify families of the results of the dyslexia screener within 30 days, as well as the structured interventions being provided to the student.

How This Affects Families and Educators: Ensures more comprehensive dyslexia support in Ohio schools through screening, intervention, and teacher training. It also ensures that families are notified of their child's progress in a timely manner.

More: [HB 436](#)

HB96 (2012)

Summary: This bill specifies dyslexia as a type of specific learning disability, defines it, and requires a pilot project to provide early screening and intervention services for children with risk factors for dyslexia in some school districts across the state.

How This Affects Families and Educators: Establishes a framework for early identification and support of students with dyslexia.

More: [Ohio House Bill 96](#)

HB157 (2012)

Summary: This bill defines a dyslexia specialist as someone who has achieved training consistent with the Level II IDA Knowledge and Practice Standards, and allows Educational Service Centers to hire dyslexia specialists to provide professional development to Ohio educators.

How This Affects Families and Educators: Improves access to specialized dyslexia training for educators, enhancing classroom interventions and support for students.

More: [Update to Ohio Dyslexia Legislation HB157](#)

SECTION 3323.25 OF THE OHIO REVISED CODE

Summary: This section outlines the requirements for the dyslexia screening pilot project established by HB96.

How This Affects Families and Educators: Provides specific guidelines for implementing dyslexia screening and intervention in selected school districts.

More: [Ohio Revised Code § 3323.25](#)



TEACHER REQUIREMENTS

- HB436 requires 18 hours of professional development in identifying characteristics of dyslexia and understanding pedagogy for instruction of students with dyslexia for K-3 teachers, administrators, and special educators in Grades 4-12.
- The Ohio Dyslexia Committee approves the lists of accredited courses as well as provides free courses that meet the 18-hour requirement.
- Professional development must focus on evidence-based literacy instruction, screening processes, and dyslexia intervention strategies.
- Ohio also offers a ‘Structured Literacy Certification’ for educators who wish to provide targeted reading and writing support to students with higher needs.

More:

- [Ohio Dyslexia Guidebook – Professional Development](#)
- [List of Approved Programs for Structured Literacy Certification](#)

For more information and links to free resources for educators and families in Ohio, visit <https://www.stateofdyslexia.org/ohio>



Oklahoma mandates universal dyslexia screening, structured intervention plans, and professional development for teachers in evidence-based literacy practices. These measures ensure consistent and effective support for students with dyslexia.



LEGISLATIONS & REGULATIONS

SB362 - STRONG READERS ACT (2024)

Summary: This act renames the Reading Sufficiency Act to the Strong Readers Act and implements changes to reading instruction, including prohibiting the use of the three-cueing system model. It also requires teacher candidates to pass a comprehensive reading assessment and ensures students with reading deficiencies receive an individualized intervention plan within 30 days.

How This Affects Families and Educators: This act ensures families are promptly notified if their child shows signs of reading deficiencies and guarantees timely, targeted interventions. Educators will receive training in evidence-based reading instruction and ongoing professional development.

More: [Strong Readers Act](#)

HB1228 (2019)

Summary: This bill requires professional development for teachers and administrators in Oklahoma school districts, including annual dyslexia awareness training for teachers.

How This Affects Families and Educators: Ensures educators receive regular training on identifying and supporting students with dyslexia.

More: [HB1228](#)

§ 70-1210.517 (DYSLEXIA AND DYSGRAPHIA HANDBOOK)

Summary: This statute requires the Oklahoma State Department of Education to maintain and update a Dyslexia and Dysgraphia Handbook that offers guidance, training, and technical assistance on evidence-based practices for supporting students with characteristics of dyslexia and dysgraphia. The handbook must be reviewed at least every three years by a team of experts and stakeholders.

How This Affects Families and Educators: Provides clear, up-to-date guidance for early identification and support of students with dyslexia and dysgraphia, helping educators deliver effective instruction and improving student outcomes.

More: [Dyslexia and Dysgraphia Handbook Statute](#)



TEACHER REQUIREMENTS

- All certified staff grades PK-12 must be offered professional development on the characteristics of dyslexia, assessment, appropriate interventions, and resources for students, families, and teachers.
- The Oklahoma State Department of Education provides professional development modules that meet the criteria of HB1228.
- Professional development must focus on evidence-based literacy instruction and dyslexia-specific intervention strategies.

More:

- [HB1228 Professional Development Requirements](#)
- [SB362 Strong Readers Act](#)

For more information and links to free resources for educators and families in Oklahoma, visit <https://www.stateofdyslexia.org/oklahoma>



OREGON

Oregon emphasizes early dyslexia screening, structured interventions, and professional development for teachers in evidence-based reading strategies. Teachers are required to complete ongoing training in dyslexia support.



LEGISLATIONS & REGULATIONS

SB1003 (2017)

Summary: This bill requires school districts to screen kindergarten and first-grade students for dyslexia risk factors. It ensures early identification of at-risk students and provides families with guidance on supporting their child's learning needs.

How This Affects Families and Educators: Ensured early identification of students at risk for dyslexia through mandatory screening.

More: [SB1003](#)

SB221 (2017)

Summary: Requires teacher preparation programs to provide instruction on dyslexia consistent with the knowledge and practice standards of an international organization on dyslexia.

How This Affects Families and Educators: Improves teacher preparation for identifying and supporting students with dyslexia; ensures new teachers enter the profession with up-to-date knowledge on dyslexia.

More: [SB221](#); **Related:** [HB2412](#)

SB612 (2015)

Summary: This bill required the Oregon Department of Education to hire a Dyslexia Specialist, develop a plan for universal screening of dyslexia risk factors, develop training opportunities, and ensure that all kindergarten and 1st-grade students receive dyslexia risk screenings. It also mandates that school districts train at least one K-5 teacher in each school on dyslexia.

How This Affects Families and Educators: Ensures that families are informed about potential dyslexia risks through screenings and notifications, offering them better guidance and support. For educators, it mandates essential training in dyslexia, enhancing their ability to identify and support students with dyslexia.

More: [SB612](#)

OAR 581-002-1800

Summary: This administrative rule recognizes the International Dyslexia Association's definition of dyslexia.

How This Affects Families and Educators: Established a consistent definition of dyslexia for use in Oregon schools.

More: [Oregon Administrative Rules](#)

ORS 342.147

Summary: This statute outlines the approval requirements for educator preparation programs, including the requirement to provide instruction on dyslexia.

How This Affects Families and Educators: Ensures consistent standards for dyslexia instruction across educator preparation programs in Oregon, and promotes better-prepared teachers to support students with dyslexia.

More: [ORS 342.147](#)

HB3198 (OREGON'S EARLY LITERACY SUCCESS INITIATIVE - 2023)

Summary: This bill established the Early Literacy Success Initiative, including grants for school district literacy programs in improving K-3 reading proficiency, emphasizing evidence-based methods aligned with the science of reading.

How This Affects Families and Educators: Increased support for early literacy development and reduction of literacy disparities, fostering stronger foundational reading skills.

More: [HB3198](#)



TEACHER REQUIREMENTS

- Oregon requires teacher education programs to include instruction on dyslexia aligned with International Dyslexia Association standards.
- At least one K-5 teacher in each K-5 school must receive training related to dyslexia.
- Teachers must utilize evidence-based strategies for teaching reading and supporting students with dyslexia.

More:

- [Approved Dyslexia-Related Training Opportunities](#)
- [Approved Universal Screening Tools for Risk Factors of Dyslexia](#)

For more information and links to free resources for educators and families in Oregon, visit <https://www.stateofdyslexia.org/oregon>



PENNSYLVANIA

Pennsylvania provides local school entities with state-approved lists of evidence-based universal screeners and reading curriculum, and evidence-based literacy training for teachers. Local entities are encouraged to provide their educators training in structured literacy. Teacher preparation programs must integrate coursework on structured literacy and supporting students with dyslexia in their programming.



LEGISLATIONS & REGULATIONS

ACT 135 OF 2024 (SB801)

Summary: This act established a 20-member reading leadership council to advise the state department of education on the creation of state-approved lists of evidence-based reading curricula, universal screeners, and literacy professional development programs. Local entities are advised to refer to these lists to make programming decisions.

How This Affects Families and Educators: Provides state-aligned information on evidence-based universal screeners, literacy curricula, and professional development on publicly-available platforms.

More: [Act 135 of 2024](#)

HB1642/ACT 55 (2022)

Summary: This Act created requirements for Educator Preparation Programs (EPPs) to integrate structured literacy competencies and standards into their coursework by August 1, 2024. It also required the department of education to assist school entities in developing professional awareness on structured literacy for educators.

How This Affects Families and Educators: This act enhanced both current and future educators' knowledge of structured literacy practices and how to support students with or at-risk for dyslexia.

More: [Act 55](#)

SB776 (2017)

Summary: This bill amended the Pilot Program Law of 2014, further defining terms related to dyslexia and expanding the duration of the pilot program. The expansion extended the duration of the pilot program up to five years, in order to assess the effectiveness of the program on student outcomes at the end of third grade.

How This Affects Families and Educators: Enhanced the existing pilot program by clarifying definitions and expanding its duration and scope.

More: [SB776](#)

ACT 69 OF 2014 (24 P.S. ARTICLE XVII-C)

Summary: This act established a Dyslexia and Early Literacy Intervention Pilot Program to provide up to eight districts with evidence-based early screening and multitier support systems for students with potential risk factors for early reading deficiencies and dyslexia.

How This Affects Families and Educators: Improved support and resources for students with dyslexia and their families in participating pilot districts. Required screening and intervention measures for kindergarten students.

More: [Act 69](#)

**TEACHER REQUIREMENTS**

- As per Act 69, participating pilot program districts must provide training for teachers on evidence-based core reading programs and screening for dyslexia risk factors.
- School entities are encouraged to include training on structured literacy for educators are part of their professional learning portfolios.
- House Bill 1642 requires institutions of higher education to provide teacher preparation in Structured Literacy for early elementary teachers, reading specialists, special education teachers, and English language learner teachers.
- Teachers must be trained in identifying dyslexia characteristics and using evidence-based interventions to address reading deficiencies.

More:

- [Act 69](#)
- [Senate Bill 801](#)
- [House Bill 1642](#)
- [Educator Training & Structured Literacy Training Requirements](#)

For more information and links to free resources for educators and families in Pennsylvania, visit <https://www.stateofdyslexia.org/pennsylvania>



RHODE ISLAND

Rhode Island requires early dyslexia screening, evidence-based interventions, and ongoing teacher training in structured literacy instruction. Transparency with families about intervention plans is emphasized.



LEGISLATIONS & REGULATIONS

H7164 (2022)

Summary: The "Right to Read Act" requires all teachers to demonstrate proficiency or awareness in scientific reading and structured literacy instruction by the 2025-2026 school year. Educator preparation programs must align with these standards, and schools failing to meet the requirements face probationary status and parental notification.

How This Affects Families and Educators: Families benefit from enhanced teacher preparedness in effective reading instruction, improving student literacy outcomes. Educators must meet new training or certification standards, with professional development provided during the regular workday or designated training days.

More: [H7164](#)

RHODE ISLAND RIGHT TO READ ACT (2019)

Summary: This law requires educators to demonstrate proficiency or awareness in the Science of Reading and Structured Literacy. It mandates Local Educational Agencies (LEAs) to provide professional learning for educators and requires Educator Preparation Programs (EPPs) to address these requirements in their curricula.

How This Affects Families and Educators: Educators must undergo specific training or demonstrate proficiency in reading instruction methods, which can lead to improved literacy instruction for students with dyslexia. Families can expect teachers to be better equipped to identify and support students with reading difficulties.

More: [Rhode Island Right to Read Act](#)

H7052 DYSLEXIA SCREENING AND INTERVENTION LAW (2016)

Summary: This legislation defines dyslexia and outlines screening and intervention requirements for Rhode Island schools.

How This Affects Families and Educators: Schools are required to screen students for dyslexia and provide appropriate interventions, ensuring earlier identification and support for students with dyslexia.

More: [H7052](#)



TEACHER REQUIREMENTS

- Educators must exhibit either proficiency in or awareness of the Science of Reading and Structured Literacy.
- Proficiency can be demonstrated by completing a RIDE-approved professional learning provider course; passing the RIDE-approved test; possessing a master's degree in reading or a related academic discipline; and holding a reading specialist and/or consultant certificate.
- Public school districts must conduct four hours of in-service training in dyslexia and related disorder awareness education every three years for all licensed educators and paraprofessionals responsible for instruction.

More: [Right to Read Act](#)

For more information and links to free resources for educators and families in Rhode Island, visit <https://www.stateofdyslexia.org/rhode-island>



SOUTH CAROLINA

South Carolina mandates early dyslexia screening, structured interventions, and evidence-based literacy training for teachers. Educators must complete professional development focused on dyslexia identification. Schools are required to communicate regularly with families about intervention plans.



LEGISLATIONS & REGULATIONS

H.4434 DYSLLEXIA SCREENING AND INTERVENTION LAW (2018)

Summary: This law requires universal screening, evidence-based interventions, and professional development for educators, as well as the establishment of a Learning Disorders Task Force to guide these efforts and ensure statewide implementation and reporting.

How This Affects Families and Educators: By ensuring early identification of reading difficulties, this law helps teachers provide timely interventions, which can significantly benefit students with dyslexia. Families will have access to resources that support their children's learning needs.

More: [H.4434](#)

H.5024 LITERACY COACHES AND TEACHERS (2016)

Summary: This law requires the South Carolina Department of Education to provide training to literacy coaches and teachers in grades K-3 on dyslexia and related reading disorders. The training includes evidence-based screenings, instructional methods, and interventions.

How This Affects Families and Educators: The law ensures that educators are trained to recognize and address dyslexia, which can lead to more effective teaching strategies for students with reading difficulties. Families can expect better support for their children's literacy needs.

More: [H.5024](#)



TEACHER REQUIREMENTS

- The State Department of Education must provide training on dyslexia and related reading disorders to all literacy coaches and literacy teachers in kindergarten through grade three before the 2016-2017 school year.
- Training must cover the prevalence of dyslexia using the internationally accepted definition from the International Dyslexia Association, evidence-based screening tools appropriate for age, and multisensory instructional methods specifically designed for students with dyslexia.
- Public school districts are required to implement a Multi-Tiered System of Supports (MTSS) to address the needs of students with reading difficulties.

More:

- [South Carolina Department of Education/Dyslexia and Other Reading Disorders](#)
- [H.5024](#)

For more information and links to free resources for educators and families in South Carolina, visit <https://www.stateofdyslexia.org/south-carolina>



SOUTH DAKOTA

South Dakota mandates early dyslexia screening, structured interventions, and evidence-based literacy training for teachers. Educators must complete professional development focused on dyslexia identification and evidence-based instruction.



LEGISLATIONS & REGULATIONS

SOUTH DAKOTA CODE SECTION 13-37-28.1

Summary: This code section defines dyslexia as a neurological learning disability characterized by difficulties in accurate or fluent word recognition, poor spelling, and decoding abilities. It emphasizes the need for effective classroom instruction to support students with dyslexia.

How This Affects Families and Educators: The definition provided in this code helps raise awareness about dyslexia, ensuring that educators are informed about the condition and can implement appropriate strategies to support affected students. Families can use this definition to advocate for their children's needs within the educational system.

More: [South Dakota Code Section 13-37-28.1](#)

HOUSE BILL 1022 (2024)

Summary: This bill appropriates funds to the South Dakota Department of Education for professional development in literacy for teachers, specifically focusing on improving literacy instruction, which includes strategies for teaching students with dyslexia.

How This Affects Families and Educators: By providing funding for professional development, this bill aims to enhance teachers' skills in literacy instruction, which can lead to better support for students with dyslexia. Families can expect improved educational outcomes as teachers become more equipped to address diverse learning needs.

More: [House Bill 1022 \(2024\)](#).



TEACHER REQUIREMENTS

- The South Dakota Department of Education must provide professional development focused on literacy and dyslexia for teachers.
- Training programs should include evidence-based instructional strategies for teaching reading, information on identifying students with dyslexia, and resources for implementing effective interventions.
- School districts are encouraged to adopt policies that align with state guidelines for supporting students with dyslexia.

More:

- [The Dyslexia Handbook in South Dakota](#)
- [Professional Development Guidance for Dyslexia](#)

For more information and links to free resources for educators and families in South Dakota, visit <https://www.stateofdyslexia.org/south-dakota>



Tennessee mandates early dyslexia screening, evidence-based interventions, and professional training for teachers in foundational literacy skills. Schools must notify families about their child's screening results and develop an individualized learning plan for characteristics of dyslexia (ILP-D) that outlines the evidence-based interventions the student will receive.



LEGISLATIONS & REGULATIONS

SB1423 (2025)

Summary: Requires local boards of education and public charter school governing bodies to include K–8 students' universal reading screener scores and most recent dyslexia screener results on or with their report cards, supplementing existing home literacy and dyslexia notice requirements.

How This Affects Families and Educators: Families gain clear, regular information on their child's reading proficiency and dyslexia screening results, improving awareness and early intervention. Educators have a standardized process for reporting student reading outcomes and dyslexia indicators, supporting communication with families and data-informed instruction.

More: [SB1423 \(2025\)](#).

SHB2635/HB2616 - DYSLEXIA SCREENING (2016)

Summary: This bill requires the Tennessee Department of Education to develop and implement a dyslexia screening tool for all students in grades K-2. It emphasizes the need for evidence-based interventions for students identified with dyslexia using a Response to Instruction and Intervention (RTI²) model.

How This Affects Families and Educators: This legislation ensures that teachers are equipped with the tools necessary to identify and support students with dyslexia, leading to improved educational outcomes. This legislation also ensures that caregivers are notified if their children are determined to be 'at-risk' for dyslexia based on the screening results. Families can expect timely interventions and resources to help their children succeed.

More: [SHB2635/HB2616](#)

HB1735/SB2002 (DYSLEXIA TRAINING AND ADVISORY COUNCIL)

Summary: This legislation mandates that school districts provide dyslexia-specific training for teachers and implement tiered interventions for students demonstrating characteristics of dyslexia. It also requires the establishment of a Dyslexia Advisory Council.

How This Affects Families and Educators: By ensuring that educators are trained in dyslexia-specific strategies, this law promotes better support for affected students. Families will benefit from enhanced communication and resources regarding their children's learning needs.

More: [HB1735/SB2002](#)

PC1058 ('SAY DYSLEXIA' BILL) (2016)

Summary: Public Chapter 1058 requires the Tennessee Department of Education to create procedures for screening and intervention related to dyslexia. It outlines specific screening methods and mandates that local education agencies (LEAs) notify families if their child exhibits characteristics of dyslexia.

How This Affects Families and Educators: This law ensures that families are informed about their child's dyslexia screening results, fostering collaboration between families and schools. Teachers are guided in implementing effective interventions based on screening outcomes.

More: [PC1058](#)

TENNESSEE LITERACY SUCCESS ACT/ TENN. CODE ANN. § 49-1-905 (2021)

Summary: Mandates universal reading screening for all students in K-3 (which can be used to satisfy the dyslexia screening requirements in the 'Say Dyslexia' Bill). Also requires all educators to receive training in foundational literacy skills, and requires schools to adopt curricular programs and screeners from a state approved list.

How This Affects Families and Educators: Enhances educators' ability to provide evidence-based reading instruction through required training while ensuring families receive timely updates on their child's literacy progress.

More: [§ 49-1-905](#)



TEACHER REQUIREMENTS

- All teachers in Grades K-5 must complete at least one (1) professional development course on foundational literacy skills instruction approved by the department.
- Training should cover evidence-based instructional practices for teaching foundational reading skills, implementation of tiered interventions through a Response to Instruction and Intervention (RTI²) framework, and local education agencies are required to provide ongoing support and resources for teachers working with students identified as having 'significant reading deficiency' through the development of professional development modules as part of the Reading 360 initiative.

More:

- [Dyslexia Resource Guide \(2024\)](#)
- [Tennessee Literacy Success Act Training and Licensure Requirements](#)

For more information and links to free resources for educators and families in Tennessee, visit <https://www.stateofdyslexia.org/tennessee>



TEXAS

Texas requires universal dyslexia screening, evidence-based literacy interventions, and ongoing teacher training in structured literacy practices.



LEGISLATIONS & REGULATIONS

SB568 (2025)

Summary: Establishes a grant program for school districts and open-enrollment charter schools to increase capacity to serve students with dyslexia through evidence-based training for teachers, administrators, and intervention staff, including credentialing related to dyslexia.

How This Affects Families and Educators: Teachers and staff gain access to high-quality dyslexia training and credentialing, improving instruction and interventions. Families benefit as schools are better equipped to identify, teach, and support students with dyslexia.

More: [SB568 \(2025\)](#).

HB3928 - BECKLEY WILSON ACT - (2021)

Summary: This bill requires the development of a comprehensive framework for dyslexia screening, intervention, and training for educators. It calls for timely evaluations of students suspected of having dyslexia or related disorders and ensures the provision of appropriate interventions. It emphasizes the importance of evidence-based practices in teaching students with dyslexia.

How This Affects Families and Educators: By establishing a structured approach to dyslexia education, this legislation enhances teacher training and resources. Families can anticipate improved educational outcomes as teachers utilize best practices.

More: [HB3928](#)

HB1886 (2017)

Summary: This legislation requires dyslexia specialists in education service centers, requires early dyslexia screening, and ensures that teachers receive specialized training to support students with dyslexia.

How This Affects Families and Educators: Teachers receive targeted professional development on dyslexia to better support affected students with appropriate interventions. Families will have access to more resources and guidance.

More: [HB1886](#)

OCCUPATIONS CODE, CHAPTER 403

Summary: This chapter establishes licensing requirements and regulations for dyslexia practitioners and therapists in Texas.

How This Affects Families and Educators: Ensures that dyslexia practitioners and therapists are highly trained, providing families with qualified professionals who can support their children's reading and writing development.

More: [Occupations Code, Chapter 403](#)

TEXAS EDUCATION CODE §38.003

Summary: This code mandates that students enrolling in public schools in Texas be screened for dyslexia and related disorders at the end of kindergarten and during first grade. It requires school districts to provide treatment for any student identified with dyslexia.

How This Affects Families and Educators: This law ensures early identification and intervention for students with dyslexia, allowing teachers to implement effective instructional strategies. Families can expect timely support and resources to help their children succeed academically.

More: [§38.003](#)

TEXAS EDUCATION CODE 8.061

Summary: Requires regional education service centers to employ a dyslexia specialist to provide school districts with support and resources for assisting students with dyslexia.

How This Affects Families and Educators: Improves access to dyslexia expertise and resources for school districts across Texas.

More: [Texas Education Code 8.061](#)

TEXAS EDUCATION CODE 21.044

Summary: Requires educator preparation programs to include instruction in the detection and education of students with dyslexia.

How This Affects Families and Educators: Ensures new teachers enter the profession with knowledge about dyslexia.

More: [Texas Education Code 21.044](#)

TEXAS EDUCATION CODE 21.054

Summary: Mandates continuing education requirements for educators, including training on dyslexia.

How This Affects Families and Educators: Keeps educators updated on dyslexia knowledge and practices throughout their careers.

More: [Texas Education Code 21.054](#)

TEXAS EDUCATION CODE 48.103

Summary: Provides an annual allotment for each student identified as having dyslexia or a related disorder.

How This Affects Families and Educators: Increases funding for support and services for students with dyslexia.

More: [Texas Education Code 48.103](#)



TEACHER REQUIREMENTS

- The state will provide grants to school districts and charter schools to support high-quality training for teachers and administrators in serving students with dyslexia and credentialing for intervention staff related to dyslexia instruction.
- All teachers must receive training in identifying and instructing students with dyslexia as part of their professional development requirements.
- Training must include evidence-based instructional practices, and identification of students with characteristics of dyslexia.

More: [Educ. Code Section 21.044 - Educator Preparation](#)

For more information and links to free resources for educators and families in Texas, visit <https://www.stateofdyslexia.org/texas>



UTAH

Utah mandates early dyslexia screening, structured interventions, and evidence-based teacher training. Schools must ensure educators are equipped with tools to identify and support students with dyslexia, while maintaining regular communication with families.



LEGISLATIONS & REGULATIONS

SB0117 - INTERVENTIONS FOR READING DIFFICULTIES PILOT PROGRAM - (2023)

Summary: This bill aims to define dyslexia within Utah's educational code and provide evidence-based literacy interventions for students in kindergarten through fifth grade who are at risk for or experiencing reading difficulties, including dyslexia. It also funds professional development for educators, incorporates a Multi-Tier System of Supports (MTSS) framework.

How This Affects Families and Educators: By formally defining dyslexia in the educational code, this legislation enhances awareness and understanding among educators, leading to improved identification and support for students. Families will benefit from clearer guidelines on how their children can receive assistance.

More: [SB0117](#)

HB296 (2022)

Summary: This bill requires schools to administer benchmark and diagnostic assessments to identify and support students in grades 1–6 with reading difficulties, including dyslexia. It emphasizes evidence-based interventions, parental involvement, and regular progress monitoring, prioritizing younger students when resources are limited.

How This Affects Families and Educators: Early screening allows for timely identification of students at risk for dyslexia, enabling educators to provide necessary interventions. Families can expect proactive measures to support their children's literacy development.

More: [HB296](#)

**TEACHER REQUIREMENTS**

- All educators in Utah are encouraged to participate in professional development focused on dyslexia identification and intervention strategies.
- Training must include evidence-based instructional practices for teaching reading, identification of students with characteristics of dyslexia, and implementation of tiered interventions.
- School districts are encouraged to adopt policies that align with state guidelines for supporting students with dyslexia.

More: [Interventions for Reading Difficulties Pilot Program](#)

For more information and links to free resources for educators and families in Utah, visit <https://www.stateofdyslexia.org/utah>



VERMONT

Vermont requires early screening for dyslexia, structured interventions, and teacher training in evidence-based reading instruction. Educators must complete professional development in phonics-based literacy strategies and maintain transparency with families about intervention plans.



LEGISLATIONS & REGULATIONS

SB 204/ACT 139 (2024)

Summary: This bill establishes guidelines for evidence-based literacy instruction in Vermont schools, focusing on early identification and support for students with dyslexia. It mandates that schools implement systematic screening and intervention strategies for students demonstrating reading difficulties.

How This Affects Families and Educators: By requiring early screening and evidence-based instructional practices, this legislation aims to improve literacy outcomes for students with dyslexia. Families can expect proactive communication regarding their children's progress and available support.

More: [Act 139](#)

SEC. 2. 16 V.S.A. § 2907

Summary: This section relates to literacy assessment and instruction. It requires schools to use evidence-based literacy screeners to identify students in kindergarten through grade 3 who are at risk of reading difficulties.

How This Affects Families and Educators: Ensures early identification of students at risk for reading difficulties. Mandates evidence-based literacy instruction and intervention for struggling readers. Requires schools to notify families if their child is identified as at risk for reading difficulties within 30 days of the administration of the assessment.

More: [Sec. 2. 16 V.S.A. § 2907](#)

SEC. 7. 16 V.S.A. § 1710

Summary: This section, effective July 1, 2025, requires literacy professional learning for educators. It mandates that supervisory unions, supervisory districts, and independent schools provide professional learning in literacy instruction for all licensed teachers and administrators in Kindergarten through Grade 3.

How This Affects Families and Educators: Enhances educators' knowledge and skills in evidence-based literacy instruction. Aims to improve the quality of literacy instruction for all students. Requires ongoing professional development to keep educators updated on best practices in literacy instruction.

More: [Sec. 7. 16 V.S.A. § 1710](#)



TEACHER REQUIREMENTS

- According to Act 139 (SB 204), educators in Vermont are required to receive training in the following areas: Implementing reading screening assessments; interpreting the results of these assessments; determining appropriate instructional practices for students based on assessment results; communicating with families about screening results in a supportive way; evidence-based, effective, explicit, and systematic instructional practices; and foundational concepts of literacy proficiency, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Professional learning activities must align with federal and state guidance and incorporate these elements. Districts must maintain a record of completion for all educators who have received the training.

More: [Act 139 \(SB 204\)](#)

For more information and links to free resources for educators and families in Vermont, visit <https://www.stateofdyslexia.org/vermont>



VIRGINIA

Virginia requires early dyslexia screening, structured interventions, and professional training for teachers in evidence-based literacy practices. Schools must ensure science-based instruction and maintain communication with families about student progress.



LEGISLATIONS & REGULATIONS

HB842

Summary: This bill requires any educator who wishes to renew their licensure, to complete awareness training on the indicators of dyslexia, as well as the evidence-based interventions and accommodations for dyslexia.

How This Affects Families and Educators: This legislation aims to increase awareness of dyslexia among all educators in the state. Educators will benefit from this knowledge to be able to support students with dyslexia in their classes.

More: [HB842](#)

HB2395/SB1516

Summary: This legislation requires local school boards to employ at least one reading specialist trained in dyslexia identification and intervention. It mandates that one reading specialist be designated as a dyslexia advisor in each school district.

How This Affects Families and Educators: This law enhances the support system for students with dyslexia by ensuring that specialized personnel are available to assist in their education. Families can expect more tailored support for their children's literacy needs.

More: [HB2395/SB1516](#)

HB1265 TRAINING FOR EDUCATORS ON DYSLEXIA (2018)

Summary: This bill mandates that education preparation programs include training on the identification of dyslexia and effective interventions for students with dyslexia or related disorders.

How This Affects Families and Educators: By ensuring that future educators are trained in dyslexia-specific strategies, this legislation aims to improve the quality of instruction for students with dyslexia.

More: [HB1265 Training for Educators on Dyslexia](#)

SB349 (COMPREHENSIVE DYSLEXIA PLAN) (2023)

Summary: This bill requires the Virginia Department of Education to develop a comprehensive plan for the identification and intervention of students with dyslexia, including guidelines for screening and instructional practices.

How This Affects Families and Educators: This legislation aims to provide a structured approach to identifying and supporting students with dyslexia, ensuring consistent practices across the state. Families will benefit from a clearer understanding of available resources.

More: [SB349](#)

SB352 (2024)

Summary: This legislation establishes requirements for local school divisions regarding early literacy screening, specifically targeting students at risk for reading difficulties, including dyslexia.

How This Affects Families and Educators: Early identification of reading difficulties allows for timely interventions, which can significantly improve literacy outcomes for students with dyslexia. Families can expect proactive measures from schools.

More: [SB352](#)

SB904 (2020)

Summary: This bill charged the State Council on Higher Education to form a coalition of public institutions of higher education to gather and share information on the latest evidence-based methods and approaches to prepare teachers to effectively educate K-12 students in reading, including multisensory structured language education to instruct students with dyslexia.

How This Affects Families and Educators: By forming this coalition, higher education institutions and teacher education programs across the state can be more aligned on the content and methodological approaches.

More: [SB904](#)

SB220 (2024)

Summary: This bill requires public schools to employ one reading specialist per 550 K-5 students and one per 1,100 students in Grades 6-8, trained in science-based reading methods. It also mandates that educator preparation programs include training on dyslexia identification and intervention.

How This Affects Families and Educators: More trained reading specialists ensure better literacy support for students, particularly those with dyslexia. Families gain access to improved reading instruction, while educators receive better training and resources.

More: [SB220](#)

HB319 (VIRGINIA LITERACY ACT)

Summary: The Virginia Literacy Act requires education preparation programs to demonstrate mastery of science-based reading research and evidence-based literacy instruction. The act mandates local school boards to establish division wide literacy plans and employ one reading specialist for every 550 students in kindergarten through grade three. It also requires schools to provide reading intervention services for students in K-3 who demonstrate deficiencies based on assessments.

How This Affects Families and Educators: This legislation significantly enhances early literacy support for students and families. It ensures teachers receive thorough training in evidence-based literacy instruction, improving their ability to teach reading effectively. Families have access to online resources to support literacy development at home and can participate in developing reading plans for struggling students. The act also increases the number of reading specialists in schools, providing more targeted support for students with reading difficulties.

More: [HB319 \(Virginia Literacy Act\)](#)

**TEACHER REQUIREMENTS**

- Virginia teachers are required to complete Dyslexia Awareness Training (5 points) as part of their license renewal process.
- This training is mandatory for each renewal cycle, regardless of the teacher's specialty or grade level.
- The Virginia Department of Education provides a free, online dyslexia awareness training module to fulfill this requirement.

More:

- [Dyslexia Training](#)
- [Virginia Licensure Renewal Manual](#)

For more information and links to free resources for educators and families in Virginia, visit <https://www.stateofdyslexia.org/virginia>



WASHINGTON

Washington mandates early dyslexia screening, evidence-based interventions, and teacher training in structured literacy techniques. Schools communicate regularly with families about intervention plans.



LEGISLATIONS & REGULATIONS

SB6162 - EARLY SCREENING FOR DYSLEXIA - (2018)

Summary: This bill establishes requirements for the early screening of literacy skills related to dyslexia in Washington schools. It mandates that school districts conduct screenings for students in kindergarten through second grade and provides guidelines for interventions based on the screening results. Additionally, it calls for the convening of a dyslexia advisory board to identify best practices for screening and intervention.

How This Affects Families and Educators: By requiring early identification of dyslexia, this legislation ensures that students receive timely support and interventions. Educators are better equipped to address the needs of students with dyslexia, while families can expect proactive communication regarding their children's literacy development.

More: [SB6162](#)

RCW 28A.300.530

Summary: This regulation requires the development of an educator training program focused on research-based, multisensory literacy interventions for students with dyslexia and a dyslexia handbook for teachers and parents, offering guidelines and statutory information.

How This Affects Families and Educators: This regulation families gain a comprehensive resource to understand and support their child's needs, while ensuring schools follow consistent, informed practices. Teachers receive specialized training and guidelines to implement effective literacy interventions.

More: [RCW 28A.300.530](#)



TEACHER REQUIREMENTS

- All educators in Washington are encouraged to participate in professional development focused on dyslexia identification and intervention strategies.
- Training should include evidence-based instructional practices for teaching reading, identification of students with characteristics of dyslexia, implementation of tiered interventions through a Multi-Tiered System of Support (MTSS) framework, and school districts are required to provide ongoing support and resources for teachers working with students identified as having dyslexia.

More: [Dyslexia Screenings and Interventions](#)

For more information and links to free resources for educators and families in Washington, visit <https://www.stateofdyslexia.org/washington>



WEST VIRGINIA

West Virginia requires universal dyslexia screening for all students in Kindergarten-Grade 3, structured interventions, and annual teacher training in evidence-based literacy instruction. Schools must ensure educators are equipped to identify and support students with dyslexia, while maintaining ongoing communication with families about screening results and intervention progress.



LEGISLATIONS & REGULATIONS

HB3035 (THIRD GRADE SUCCESS ACT) (2023)

Summary: Requires universal screening for reading difficulties in Kindergarten-Grade 3 and provides evidence-based interventions to identified students within a Multi-Tiered System of Supports (MTSS). The law also mandates that families are notified of screening results within 15 days of the test's administration and are provided with resources to support their child's literacy development at home.

How This Affects Families and Educators: The implementation of clear guidelines will help educators identify and support students with dyslexia more effectively. Families can expect their students to receive more targeted, evidence-based instruction from more knowledgeable educators.

More: [HB3035](#)

HB2824/WEST VIRGINIA CODE §18-20-10 (2021)

Summary: This statute defines dyslexia and dyscalculia within the context of special education in West Virginia. It establishes requirements for identifying students with these specific learning disabilities and mandates appropriate instructional practices.

How This Affects Families and Educators: By defining dyslexia in legal terms, this code ensures that students are recognized as having specific learning needs, allowing for tailored educational support. Families can use this definition to advocate for their children's rights within the educational system.

More: [HB2824](#)



TEACHER REQUIREMENTS

- All educators in West Virginia are required to receive professional development on identifying dyslexia indicators and implementing effective instructional practices.
- Training should include evidence-based strategies for teaching reading, identification processes for students with characteristics of dyslexia, and implementation of interventions through a Multi-Tiered System of Support (MTSS) framework.
- Local education agencies must ensure that all relevant personnel are trained in recognizing dyslexia signs and providing necessary accommodations. Each local agency may also have a literacy specialist, trained in best practices in identification, accommodations, and instructional strategies for dyslexia, who can serve as a dyslexia advisor and trainer on dyslexia for the agency.

More: [Teacher Professional Learning \(WV Department of Education\)](#)

For more information and links to free resources for educators and families in West Virginia, visit <https://www.stateofdyslexia.org/west-virginia>



Wisconsin mandates early dyslexia screening, structured interventions, and ongoing professional development for teachers in evidence-based reading strategies. Schools must follow state guidelines for literacy instruction and ensure families are informed about intervention plans.



LEGISLATIONS & REGULATIONS

AB321 ACT 20 (2023)

Summary: This bill focuses on improving early literacy instruction in public schools and includes provisions for assessing reading readiness in students in Grades K-3, with an emphasis on identifying and instructing students at risk for reading difficulties, including dyslexia.

How This Affects Families and Educators: By implementing early literacy assessments, this legislation aims to ensure that students receive timely interventions based on their individual needs. Families can receive information on their child's screening assessment results and interventions being provided to them in a timely manner.

More: [AB321](#)

AB110 (2019)

Summary: This bill requires the Wisconsin Department of Public Instruction to develop a dyslexia guidebook that provides information on screening, instruction, and intervention strategies for students with dyslexia.

How This Affects Families and Educators: The guidebook serves as a vital resource for educators in identifying and supporting students with dyslexia. Families can utilize this resource to better understand dyslexia and advocate for their children's educational needs.

More: [AB110](#)

SB461 (2012)

Summary: This bill establishes the Office of Literacy within the Wisconsin Department of Public Instruction (DPI) to oversee literacy initiatives, including those specifically addressing dyslexia. It aims to improve reading outcomes through enhanced literacy instruction and support.

How This Affects Families and Educators: The creation of the Office of Literacy will provide a dedicated focus on literacy issues, including dyslexia, ensuring that educators have access to resources and training. Families can expect improved communication and support regarding their children's literacy development.

More: [SB461](#)

CHAPTER PI 11.36 (SUBSECTION 6)

Summary: This subsection outlines the requirements for identifying specific learning disabilities, including dyslexia, within Wisconsin's special education regulations. It emphasizes the need for comprehensive evaluations and appropriate interventions.

How This Affects Families and Educators: This regulation ensures that students with dyslexia are identified accurately and receive necessary support services. Families can rely on these regulations to advocate for their children's rights to appropriate educational interventions.

More: [Chapter PI 11.36](#)



TEACHER REQUIREMENTS

- Training should include evidence-based instructional practices for teaching reading, identification processes for students with characteristics of dyslexia, and implementation of interventions through a Multi-Tiered System of Support (MTSS) framework.
- All K-3 educators, reading specialists, and administrators must receive the Lexia LETRS training by July 1, 2025, or another similar training program that is offered by the Leadership in Literacy Institute.
- All college/university instructors teaching a reading methods course must also receive this training.

More:

- [Wisconsin Department of Education - Professional Development](#)
- [Informational Guidebook on Dyslexia and Related Conditions](#)
- [DPI's Wisconsin Reads webpage](#)

For more information and links to free resources for educators and families in Wisconsin, visit <https://www.stateofdyslexia.org/wisconsin>



WYOMING

Wyoming emphasizes early dyslexia screening, evidence-based interventions, and structured literacy training for teachers. Schools must maintain clear communication with families about intervention plans.



LEGISLATIONS & REGULATIONS

SF0032 - K-3 READING ASSESSMENT AND INTERVENTION PROGRAM - (2022)

Summary: This bill requires reading assessment and intervention programs for K-3 students in Wyoming, emphasizing early identification of dyslexia and other reading difficulties through state-approved screening tools, evidence-based interventions, and individualized reading plans. It also requires professional development for educators, statewide reporting on reading progress.

How This Affects Families and Educators: With mandatory training, teachers will be better prepared to identify dyslexia early and implement appropriate instructional strategies. Families can expect improved educational experiences as teachers become more knowledgeable about dyslexia.

More: [SF0032](#)

SF0052 DYSLEXIA SCREENING AND RESPONSE (2012)

Summary: This bill establishes a framework for early literacy instruction and intervention in Wyoming schools, focusing on students in kindergarten through grade three. It mandates screening for reading difficulties, including dyslexia, and requires schools to implement evidence-based practices to support literacy development.

How This Affects Families and Educators: By requiring early identification and intervention, this legislation aims to improve literacy outcomes for students with dyslexia. Educators will have clear guidelines to assist struggling readers, while families can expect proactive communication regarding their child's literacy development.

More: [SF0052](#)

TITLE 21 - SECTION 21-3-401 - READING ASSESSMENT AND INTERVENTION

Summary: The statute mandates that school districts implement a reading assessment and intervention program for students in kindergarten through grade three, screening for reading difficulties, including dyslexia, and providing evidence-based interventions. Parents must receive screening results.

How This Affects Families and Educators: This statute ensures that children receive timely and appropriate interventions for reading difficulties, with clear communication from the school. It requires teachers to participate in ongoing professional development to effectively identify and address reading difficulties, ensuring the use of evidence-based strategies in the classroom.

More: [Title 21 - Section 21-3-401](#)



TEACHER REQUIREMENTS

- All educators in Wyoming are encouraged to participate in professional development focused on dyslexia identification and intervention strategies.
- Training should include evidence-based instructional practices for teaching reading, identification processes for students with characteristics of dyslexia, and implementation of interventions through a Multi-Tiered System of Support (MTSS) framework.
- School districts are required to ensure educators are trained to recognize dyslexia signs and provide appropriate accommodations.

More:

- [WDE - K-3 Literacy Guidance Framework](#)
- [Title 21 - Section 21-3-401](#)

For more information and links to free resources for educators and families in Wyoming, visit <https://www.stateofdyslexia.org/wyoming>.

This report is authored by



At the National Center on Improving Literacy (NCIL), our mission is to ensure that every child, regardless of their learning differences, has the opportunity to become a confident reader and writer by increasing access to, and use of, evidence-based approaches to screen, identify, and teach students with literacy-related disabilities, including dyslexia.

With this annual report, our goal is to ensure that every student with dyslexia receives the support they need to thrive by making dyslexia-focused state laws and policies more accessible and easier to understand. Whether you're a parent looking for guidance, a teacher fulfilling certification requirements, or a policymaker shaping the future of literacy, you'll have a clear picture of how dyslexia laws translate into real-world impact.

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