

SENATE FILE NO. SF0052

Dyslexia screening and response.

Sponsored by: Senator(s) Rothfuss, Barnard, Coe, Jennings
and Landen and Representative(s) Connolly
and Throne

A BILL

for

1 AN ACT relating to reading assessment and intervention;
2 requiring assessment and early intervention for dyslexia
3 and other reading difficulties; requiring a report; and
4 providing for an effective date.

5

6 *Be It Enacted by the Legislature of the State of Wyoming:*

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8 **Section 1.** W.S. 21-3-110(a)(xxiii) and 21-3-401(a),
9 (c) and by creating a new subsection (d) are amended to
10 read:

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12 **21-3-110. Duties of boards of trustees.**

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14 (a) The board of trustees in each school district
15 shall:

16

1 (xxiii) Implement and administer the reading
2 screening and intervention program for students in
3 kindergarten through grade three (3) as required by W.S.
4 21-3-401;

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6 **21-3-401. Reading assessment and intervention.**

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8 (a) Each school district shall design and implement a
9 reading screening program that measures student reading
10 progress and attempts to identify dyslexia and other
11 reading difficulties as early as possible in kindergarten
12 through grade three (3). The screening program shall
13 include a reading assessment plan using screening
14 instruments approved by the department of education, which
15 is administered to all students in kindergarten through
16 grade three (3), with standardized measures providing
17 statewide longitudinal data and providing the capability
18 for monitoring and measuring reading progress. In addition
19 to a universal screening instrument, the department of
20 education shall identify standardized assessment
21 instruments utilized to identify dyslexia and other reading
22 difficulties. The program shall also include a plan for
23 implementation of research based core curricula aligned to
24 the statewide educational program standards and evidenced

1 based interventions to meet the needs of all students. The
2 program shall be multi-tiered and shall include various
3 interventions to encourage remediation of any reading
4 difficulty as early as possible.

5
6 (c) Each district shall annually report to the
7 department of education on the progress of each of its
8 schools toward reaching the goal of eighty-five percent
9 (85%) of all students reading at grade level upon
10 completion of the third grade. The report shall include
11 longitudinal data on all students in kindergarten through
12 grade three (3), and shall include the percentage of
13 students meeting or exceeding proficiency levels for the
14 reporting period. The reporting shall also include the
15 aggregate number of students identified by the screening
16 tools as having dyslexia or other reading difficulties in
17 each district by grade. Each school not meeting the
18 eighty-five percent (85%) goal specified under this
19 subsection shall submit an improvement plan to the
20 department. At a minimum, the improvement plan shall
21 outline the district's general strategy for increasing
22 reading proficiency for the next school year and shall
23 specifically address the student-teacher ratio, the use of
24 certified tutors and the use of instructional facilitators

1 in kindergarten through grade three (3) in all schools
2 within the district.

3

4 (d) The state superintendent shall promulgate rules
5 and regulations as necessary to administer the reading
6 assessment and intervention program pursuant to this
7 statute.

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9 **Section 2.** Not later than August 1, 2012, the state
10 superintendent shall report to the joint education interim
11 committee on the universal screening instrument that will
12 be utilized for all K-3 students and the standardized
13 assessment tools that will be utilized to identify dyslexia
14 and other reading difficulties as required by W.S. 21-3-401
15 as amended under section 1 of this act. The report shall
16 also include information related to the multi-tiered
17 intervention system and the educational plan.

18

19 **Section 3.** This act is effective July 1, 2012.

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(END)