



## Fact Sheet Regarding New Dyslexia State Legislation

### Summary of New Legislation:

- Public Act 14-39 contains two provisions relating to dyslexia
  - Section 1: Not later than January 1, 2015, the Connecticut State Department of Education must add “SLD - Dyslexia” under “Specific Learning Disabilities” in the primary disability section of the IEP form. [SDE has already updated the IEP form.]
  - Section 2: After July 1, 2015, “the detection and recognition of, and evidence-based interventions for, students with dyslexia” must be included as part of the curriculum in teacher preparation programs leading to professional certification.

### Practical Implications:

- The new legislation does not define “dyslexia” for purposes of the provision of special education. The state established an SLD/Dyslexia work group that has been developing a working definition of dyslexia.
- The new legislation does not supersede the existing state regulation relating to the identification of students with SLD. See Conn. Agencies Reg. § 10-76d-9(b). Identification of SLD, including “SLD/Dyslexia” still requires, among other things, that the child “not make sufficient progress to meet age or state-approved grade-level standards [in the eight enumerated areas] when using a process based on the child’s response to scientific, research-based intervention . . . .” Id. The evaluation process has not changed.
- The IDEA requires that evaluations be administered by personnel who are trained and knowledgeable about the assessments they administer. Training and expertise in evidence based strategies and interventions for students with dyslexia likely will be an increasingly frequent question from parents and discussion topic at PPT meetings.
- Like any other area of disability, a clinical diagnosis of “dyslexia” is not sufficient, nor necessary, to become eligible for special education and related services under SLD or SLD/Dyslexia.
- The new legislation does not prescribe certain methodologies or interventions that must be used for students with dyslexia, but districts should be knowledgeable about evidence-based research for reading disabilities and dyslexia and should be able to explain how their instruction and interventions will address individual students’ needs.