AN ACT

AMENDING TITLE 15, CHAPTER 2, ARTICLE 2, ARIZONA REVISED STATUTES, BY ADDING SECTION 15-249.14; RELATING TO THE DEPARTMENT OF EDUCATION.

(TEXT OF BILL BEGINS ON NEXT PAGE)
Be it enacted by the Legislature of the State of Arizona:

Section 1. Title 15, chapter 2, article 2, Arizona Revised Statutes, is amended by adding section 15-249.14, to read:

15-249.14. Dyslexia specialist; training; dyslexia plan; screening

A. The Department of Education shall designate a dyslexia specialist for the Department to provide school districts and charter schools with support and resources to assist students with dyslexia.

B. In addition to the continuation education opportunities available pursuant to section 15-219, the Department shall annually develop a list of training opportunities related to dyslexia that satisfy the requirements of this section. The list must both:
   1. Ensure that the training opportunities satisfy professional development requirements.
   2. Include at least one training opportunity that is provided entirely online.

C. A training opportunity related to dyslexia must meet all of the following requirements:
   1. Comply with the knowledge and practice standards of an international organization on dyslexia that is designated by the Department.
   2. Enable the teacher to understand and recognize dyslexia.
   3. Enable the teacher to implement instruction that is systematic, explicit and evidence-based to meet the educational needs of students with dyslexia.

D. The Department of Education shall develop a dyslexia plan that meets all of the following requirements:
   1. Ensures that every student who is first enrolled at a public school in this state in a kindergarten program or grade one receives a screening for risk factors of dyslexia.
   2. Provides guidance for notifications sent by school districts to parents of students who are identified as being at risk for dyslexia based on a screening of risk factors.
   3. Is developed collaboratively with the dyslexia specialist for the department and experts on dyslexia, including representatives of nonprofit entities with expertise in issues related to dyslexia.
   4. Identifies screening tests that are cost-effective and that screen for the following factors:
      (a) Phonological awareness.
      (b) Rapid naming skills.
      (c) The correspondence between sounds and letters.
      (d) A family history of difficulty in learning to read.