

**Special Education School District Administration and Personnel Regulations,  
603 CMR 28.03(1)  
Proposed Amendment Relating to Dyslexia Screening**

This document shows the proposed amendment to 603 CMR 28.03 by ~~strike through~~ (language deleted) and underline (new language). The proposed amendment would require all elementary schools to assess each student's reading abilities and foundational skills at least twice per year from kindergarten through at least third grade.

The full regulations can be found at: [603 CMR 28.03: School District Administration and Personnel Regulations](#). The proposed amendments are to 603 CMR 28.03(1).

**Presented to the Board of Elementary and Secondary Education for initial action: 6/28/22  
Final action by the Board of Elementary and Secondary Education anticipated: 9/20/22**

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**28.03(1) General Responsibilities of the School District**

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(d) **Preschool Screening.** Each school district shall conduct screening for three and four year olds and for all children who are of age to enter kindergarten. Such screening shall be designed to review a child's development and to assist in identification of those children who should be referred for an evaluation to determine eligibility for special education services.

1. The school district shall submit information to the Department describing the screening program and its elements as part of the local special education plan, when so requested.
  
2. Participation in the screening program for three and four year olds shall be optional on the part of the parents.

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**(f) Dyslexia Screening.** Each elementary school shall at least twice per year assess each student's reading ability and progress in specific foundational skills, from kindergarten through at least third grade, using a valid, developmentally appropriate screening instrument approved by the Department. If such screenings determine that a student is significantly behind relevant benchmarks for age-typical development in specific foundational skills, then the school must complete a further assessment within 30 days to determine whether the school should provide such student with modified, differentiated, or supplementary evidence-based reading instruction aligned with the Department's literacy guidelines or refer the student for evaluation for a specific learning disability. The school shall promptly inform each student's parent or guardian of the results of such assessments and prior to any evaluation referral.