

WYOMING SF0059

K-12 Language and Literacy Program

Senate Enrolled Act 43 | Signed into Law March 6, 2026

AT A GLANCE

Wyoming law now requires every public school district to implement a statewide, science-of-reading-aligned literacy program serving students in Kindergarten through Grade 12. This landmark law — years in the making — ensures that all Wyoming children receive evidence-based reading instruction, early identification of reading difficulties including dyslexia, targeted intervention, and individually tailored reading plans.

Signed	March 6, 2026 by Governor Mark Gordon
Effective Date	July 1, 2026
Applies To	All Wyoming public school students, Grades K–12
Administered By	Wyoming Department of Education (WDE), which must establish a dedicated Literacy Division
Companion Bill	SF0014 — funds a full-time WDE Literacy Coordinator (\$540,000 over two fiscal years) to support district implementation

1. EVIDENCE-BASED INSTRUCTION IS NOW THE LAW

- All reading instruction must align with the Science of Reading — the body of peer-reviewed research on how the brain learns to read.
- The WDE Superintendent of Public Instruction will define and update what qualifies as 'evidence-based' reading instruction and materials.
- Three-Cueing is prohibited: Districts may NOT use three-cueing (also called MSV — meaning, syntax, visual cues) as a standalone or exclusive reading strategy. Research has shown this method to be less effective and now widely considered outdated.
- Evidence-based instruction must be provided to ALL students — not only those identified as struggling.

2. UNIVERSAL SCREENING & DYSLEXIA IDENTIFICATION

- Annual dyslexia screenings are required for all students in Kindergarten through Grade 2 (below third grade).
- Screening and diagnostic assessments for reading difficulties must be administered to ALL students K–12, not just young learners.
- The WDE will identify approved universal screeners and dyslexia-specific assessments in state rules.
- Screeners are designed to determine severity of reading difficulties and direct students to the appropriate tier of support.

3. MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

The law establishes a tiered intervention framework:

- Tier 1: Evidence-based language and literacy instruction delivered to all students in every classroom.
- Tier 2 & 3: Increasingly intensive interventions for students identified as at-risk or significantly behind grade-level expectations.
- Students most in need receive the most intensive, targeted interventions — resources are matched to student need.

4. INDIVIDUALIZED READING PLANS (IRPs)

- Every student identified as having reading difficulties or at risk for poor reading outcomes must receive a written Individualized Reading Plan (IRP).
- IRPs document the student's specific needs, the interventions being used, and the goals for improvement.
- IRPs are a new protection for struggling readers — ensuring their needs are formally recognized and addressed, regardless of whether they qualify for special education.

5. PROFESSIONAL DEVELOPMENT REQUIREMENTS FOR EDUCATORS

- Literacy-related professional development is now MANDATORY — not optional — for teachers and specialists.
- Professional development must be appropriate to each educator's role and level of responsibility in literacy instruction.
- The WDE will establish the specific professional development requirements in state rules.
- This provision directly addresses a key gap: teachers cannot teach what they have not been trained to teach. The law invests in the workforce.

6. DISTRICT ACCOUNTABILITY & REPORTING

- Every school district must submit an annual report to the WDE documenting their literacy-related activities, screener results, and program implementation.
- Districts where 60% or more of students are reading below grade-level proficiency must implement summer literacy camps or extended supports — including after-school programs and tutoring.
- The WDE must establish a Literacy Division to administer the program and monitor compliance statewide.

WHAT THIS MEANS FOR TEACHERS

- **Training is coming.** The WDE will establish required professional development. Watch for guidance on approved training programs.
- **Three-cueing must stop being used alone.** If your current reading program relies exclusively on MSV cues, your district must transition to approved, science-of-reading-aligned materials.
- **Screening is now universal and annual.** All students must be screened — you will have data on every student's reading risk status.
- **IRPs are a new tool — and a new responsibility.** Students who are identified as struggling must receive a formal written plan. Your district will develop procedures.
- **Help is coming.** A new full-time WDE Literacy Coordinator (funded by SF0014) will support districts in navigating implementation.