

1 AN ACT relating to dyslexia.

2 ***Be it enacted by the General Assembly of the Commonwealth of Kentucky:***

3 ➔Section 1. KRS 158.307 is amended to read as follows:

4 (1) As used in this section:

5 (a) "Dyslexia" means a specific learning disability that is neurological in origin. It  
6 is characterized by difficulties with accurate or fluent word recognition and by  
7 poor spelling and decoding abilities. These difficulties typically result from a  
8 deficit in the phonological component of language that is often unexpected in  
9 relation to other cognitive abilities and the provision of effective classroom  
10 instruction. Secondary consequences may include problems in reading  
11 comprehension and reduced reading experience that can impede the growth of  
12 vocabulary and background knowledge;

13 (b) "Evidence-based" has the same meaning as in 20 U.S.C. sec. 7801(21); and

14 (c) "Phonemic awareness" means the ability to recognize that a spoken word  
15 consists of a sequence of individual sounds and the ability to manipulate  
16 individual sounds in speaking.

17 (2) By January 1, 2019, the Department of Education shall make available a dyslexia  
18 toolkit that includes guidance, technical assistance, and training to assist all local  
19 school districts in the implementation of evidence-based practices for instructing  
20 students identified with or displaying characteristics of dyslexia.

21 (3) The dyslexia toolkit shall include but not be limited to the following guidance for  
22 local districts targeting students in kindergarten through grade three (3) who have  
23 been identified with or displaying characteristics of dyslexia:

24 (a) Evidence-based practices designed specifically for students with dyslexia;

25 (b) Characteristics of targeted instruction for dyslexia;

26 (c) Guidance on developing instructional plans for students with dyslexia;

27 (d) Best practices toward meaning-centered reading and writing;

- 1 (e) Structured multisensory and literacy approaches to teaching language and  
2 reading skills; and
- 3 (f) Suggested professional development activities.
- 4 (4) The department shall collaborate with the Education Professional Standards Board,  
5 Council on Postsecondary Education, and other groups as necessary to improve and  
6 update professional development opportunities for teachers specifically related to  
7 dyslexia. Professional development opportunities may focus on:
- 8 (a) Development and ongoing implementation of training and coaching for  
9 teachers;
- 10 (b) Identifying high-quality trainers to provide support to local districts utilizing a  
11 coaching model to develop building level dyslexia experts;
- 12 (c) Developing awareness training modules for all instructional staff to include  
13 information about characteristics of dyslexia; and
- 14 (d) Evidence-based interventions, structured multisensory and literacy approaches  
15 to teach language and reading skills, and accommodations for dyslexia and  
16 other specific learning disabilities.
- 17 (5) Each local board of education ~~shall~~may develop a policy addressing the  
18 implementation of a program for the identification of and strategies for assisting  
19 students in kindergarten through grade three (3) with dyslexia.
- 20 (6) The local board policies ~~shall~~may include but not be limited to:
- 21 (a) The definition and characteristics of dyslexia;
- 22 (b) A process for identifying students who are displaying characteristics of  
23 dyslexia;
- 24 (c) A process for the utilization of evaluation tools to accurately identify students  
25 who are displaying characteristics of dyslexia. Any qualified dyslexia  
26 evaluation tool utilized by a local district shall address but not be limited to  
27 the following components:

- 1           1. Phonological awareness and phonemic awareness;
- 2           2. Sound symbol recognition;
- 3           3. Alphabet knowledge;
- 4           4. Decoding skills;
- 5           5. Encoding skills; and
- 6           6. Rapid naming;
- 7       (d) A process for how evaluation tools are administered and evaluated by trained
- 8           district personnel or licensed professionals;
- 9       (e) A process for outreach to parents of students identified with or displaying the
- 10           characteristics of dyslexia with information and resource materials and how
- 11           dyslexia may be addressed in the student's educational setting;
- 12       (f) Identification of evidence-based interventions, structured multisensory and
- 13           literacy approaches to teach language and reading skills, and accommodations
- 14           that schools may utilize to provide services to students identified as having
- 15           dyslexia; and
- 16       (g) A process for monitoring a student's progress after the positive identification,
- 17           including assessments to ascertain whether the intervention services improve
- 18           the student's language processing and reading skills.
- 19       (7) By June 30 of each year, each local school district ~~[that developed a policy~~
- 20           ~~addressing the implementation of a program for the identification of and strategies~~
- 21           ~~for assisting students in kindergarten through grade three (3) with dyslexia ]~~shall
- 22           provide the department the following data for the current school year:
- 23           (a) The number of students in kindergarten through grade three (3) that were
- 24           identified as displaying characteristics of dyslexia;
- 25           (b) The number of students in paragraph (a) of this subsection that were identified
- 26           through the response-to-intervention process;
- 27           (c) The number of students in kindergarten through grade three (3) that were

- 1 evaluated for dyslexia;
- 2 (d) The number of students in kindergarten through grade three (3) that were  
3 identified with dyslexia;
- 4 (e) The dyslexia evaluation tools used to identify students;
- 5 (f) The number of students in kindergarten through grade three (3) that were  
6 participating in interventions within the school setting;
- 7 (g) The process or tools used to evaluate student progress; and
- 8 (h) The number of trained district personnel or licensed professionals used to  
9 administer the dyslexia evaluation tools.
- 10 (8) (a) The department shall establish a study project to gather information on early  
11 screening and intervention services for children with characteristics of  
12 dyslexia. The commissioner of education shall select up to six (6)~~three (3)~~  
13 school districts to participate in the study project and shall include at least~~[-]~~  
14 one (1) that is~~[of which shall be]~~ located in an urban setting, one (1) that is~~[of~~  
15 ~~which shall be]~~ located in a suburban setting, and one (1) that is~~[of which~~  
16 ~~shall be]~~ located in a rural setting.
- 17 (b) The department shall establish guidelines and procedures for the study project.
- 18 (c) The study project shall operate for six (6)~~three (3)~~ full school years,  
19 beginning with the school year that begins at least three (3) months after July  
20 14, 2018.
- 21 (d) The goal of the study project shall be to evaluate the effectiveness of early  
22 reading assistance programs for children with characteristics of dyslexia.
- 23 (e) The commissioner may consult with recognized organizations that specialize  
24 in structured literacy programs for the treatment of dyslexia in establishing  
25 and operating the study project.
- 26 (f) The department shall submit a final report outlining the findings of the study  
27 to the Interim Joint Committee on Education by November 1 after the final

1 academic year of the study project.

2 →Section 2. KRS 164.304 is amended to read as follows:

3 By the 2023-2024~~[2019-2020]~~ academic year, postsecondary institutions offering teacher  
4 preparation programs for elementary and secondary regular education shall~~[, subject to~~  
5 ~~available funds,]~~ include instruction on:

- 6 (1) The definition and characteristics of dyslexia;
- 7 (2) Processes for identifying dyslexia;
- 8 (3) Evidence-based interventions and accommodations for dyslexia and other disorders  
9 defined in KRS 158.305 and related literacy and learning challenges; and
- 10 (4) Core elements of a response-to-intervention framework addressing reading, writing,  
11 mathematics, and behavior, including:
- 12 (a) Universal screening;
- 13 (b) Evidence-based research interventions;
- 14 (c) Progress monitoring of the effectiveness of interventions on student  
15 performance;
- 16 (d) Data-based decision-making procedures related to:
- 17 1. Determining intervention effectiveness on student performance; and
- 18 2. Determining the need to continue, alter, or discontinue interventions or  
19 conduct further evaluation of student needs; and
- 20 (e) Application and implementation of response-to-intervention and dyslexia  
21 instructional practices in the classroom setting.