

**158.307 Dyslexia toolkit to assist school districts in instructing students with dyslexia -- Professional development related to dyslexia -- Local board of education policy to identify and assist students in kindergarten through grade three with dyslexia -- Annual report -- Study project.**

- (1) As used in this section:
  - (a) "Dyslexia" means a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge;
  - (b) "Evidence-based" has the same meaning as in 20 U.S.C. sec. 7801(21); and
  - (c) "Phonemic awareness" means the ability to recognize that a spoken word consists of a sequence of individual sounds and the ability to manipulate individual sounds in speaking.
- (2) By January 1, 2019, the Department of Education shall make available a dyslexia toolkit that includes guidance, technical assistance, and training to assist all local school districts in the implementation of evidence-based practices for instructing students identified with or displaying characteristics of dyslexia.
- (3) The dyslexia toolkit shall include but not be limited to the following guidance for local districts targeting students in kindergarten through grade three (3) who have been identified with or displaying characteristics of dyslexia:
  - (a) Evidence-based practices designed specifically for students with dyslexia;
  - (b) Characteristics of targeted instruction for dyslexia;
  - (c) Guidance on developing instructional plans for students with dyslexia;
  - (d) Best practices toward meaning-centered reading and writing;
  - (e) Structured multisensory and literacy approaches to teaching language and reading skills; and
  - (f) Suggested professional development activities.
- (4) The department shall collaborate with the Education Professional Standards Board, Council on Postsecondary Education, and other groups as necessary to improve and update professional development opportunities for teachers specifically related to dyslexia. Professional development opportunities may focus on:
  - (a) Development and ongoing implementation of training and coaching for teachers;
  - (b) Identifying high-quality trainers to provide support to local districts utilizing a coaching model to develop building level dyslexia experts;
  - (c) Developing awareness training modules for all instructional staff to include information about characteristics of dyslexia; and

- (d) Evidence-based interventions, structured multisensory and literacy approaches to teach language and reading skills, and accommodations for dyslexia and other specific learning disabilities.
- (5) Each local board of education may develop a policy addressing the implementation of a program for the identification of and strategies for assisting students in kindergarten through grade three (3) with dyslexia.
- (6) The local board policies may include but not be limited to:
  - (a) The definition and characteristics of dyslexia;
  - (b) A process for identifying students who are displaying characteristics of dyslexia;
  - (c) A process for the utilization of evaluation tools to accurately identify students who are displaying characteristics of dyslexia. Any qualified dyslexia evaluation tool utilized by a local district shall address but not be limited to the following components:
    - 1. Phonological awareness and phonemic awareness;
    - 2. Sound symbol recognition;
    - 3. Alphabet knowledge;
    - 4. Decoding skills;
    - 5. Encoding skills; and
    - 6. Rapid naming;
  - (d) A process for how evaluation tools are administered and evaluated by trained district personnel or licensed professionals;
  - (e) A process for outreach to parents of students identified with or displaying the characteristics of dyslexia with information and resource materials and how dyslexia may be addressed in the student's educational setting;
  - (f) Identification of evidence-based interventions, structured multisensory and literacy approaches to teach language and reading skills, and accommodations that schools may utilize to provide services to students identified as having dyslexia; and
  - (g) A process for monitoring a student's progress after the positive identification, including assessments to ascertain whether the intervention services improve the student's language processing and reading skills.
- (7) By June 30 of each year, each local school district that developed a policy addressing the implementation of a program for the identification of and strategies for assisting students in kindergarten through grade three (3) with dyslexia shall provide the department the following data for the current school year:
  - (a) The number of students in kindergarten through grade three (3) that were identified as displaying characteristics of dyslexia;
  - (b) The number of students in paragraph (a) of this subsection that were identified through the response-to-intervention process;
  - (c) The number of students in kindergarten through grade three (3) that were

evaluated for dyslexia;

- (d) The number of students in kindergarten through grade three (3) that were identified with dyslexia;
  - (e) The dyslexia evaluation tools used to identify students;
  - (f) The number of students in kindergarten through grade three (3) that were participating in interventions within the school setting;
  - (g) The process or tools used to evaluate student progress; and
  - (h) The number of trained district personnel or licensed professionals used to administer the dyslexia evaluation tools.
- (8) (a) The department shall establish a study project to gather information on early screening and intervention services for children with characteristics of dyslexia. The commissioner of education shall select three (3) school districts to participate in the study project, one (1) of which shall be located in an urban setting, one (1) of which shall be located in a suburban setting, and one (1) of which shall be located in a rural setting.
- (b) The department shall establish guidelines and procedures for the study project.
  - (c) The study project shall operate for three (3) full school years, beginning with the school year that begins at least three (3) months after July 14, 2018.
  - (d) The goal of the study project shall be to evaluate the effectiveness of early reading assistance programs for children with characteristics of dyslexia.
  - (e) The commissioner may consult with recognized organizations that specialize in structured literacy programs for the treatment of dyslexia in establishing and operating the study project.
  - (f) The department shall submit a final report outlining the findings of the study to the Interim Joint Committee on Education by November 1 after the final academic year of the study project.

**Effective:** July 14, 2018

**History:** Created 2018 Ky. Acts ch. 88, sec. 1, effective July 14, 2018.

**Legislative Research Commission Note (7/14/2018).** 2018 Ky. Acts ch. 88, sec. 4 provides that 2018 Ky. Acts ch. 88 shall be known and may be cited as the "Ready to Read Act." This statute was created in Section 1 of that Act.