

1 AN ACT relating to dyslexia.

2 WHEREAS, dyslexia legislation passed during the 2018 legislative session after
3 many years of unwavering support; and

4 WHEREAS, dyslexia remains a dramatic barrier for Kentucky students to meet
5 their educational potential and lead successful productive lives; and

6 WHEREAS, it is now necessary to respectfully clarify implementation expectations
7 for local school districts;

8 WHEREAS, it is necessary to properly reflect the collaboration having taken place
9 with postsecondary education;

10 WHEREAS, it is necessary to be respectful of the demands made on local school
11 districts and attempt to reduce such demands;

12 WHEREAS, the following proposed legislation makes only three modifications to
13 House Bill 187 which was passed in 2018 and became law in Kentucky;

14 NOW, THEREFORE,

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

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

17 (1) As used in this section:

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

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

27 (c) "Phonemic awareness" means the ability to recognize that a spoken word

1 consists of a sequence of individual sounds and the ability to manipulate
2 individual sounds in speaking.

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

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

- 10 (a) Evidence-based practices designed specifically for students with dyslexia;
- 11 (b) Characteristics of targeted instruction for dyslexia;
- 12 (c) Guidance on developing instructional plans for students with dyslexia;
- 13 (d) Best practices toward meaning-centered reading and writing;
- 14 (e) Structured multisensory and literacy approaches to teaching language and
15 reading skills; and
- 16 (f) Suggested professional development activities.

17 (4) The department shall collaborate with the Education Professional Standards Board,
18 Council on Postsecondary Education, and other groups as necessary to improve and
19 update professional development opportunities for teachers specifically related to
20 dyslexia. Professional development opportunities may focus on:

- 21 (a) Development and ongoing implementation of training and coaching for
22 teachers;
- 23 (b) Identifying high-quality trainers to provide support to local districts utilizing a
24 coaching model to develop building level dyslexia experts;
- 25 (c) Developing awareness training modules for all instructional staff to include
26 information about characteristics of dyslexia; and
- 27 (d) Evidence-based interventions, structured multisensory and literacy approaches

1 to teach language and reading skills, and accommodations for dyslexia and
2 other specific learning disabilities.

3 (5) Each local board of education ~~shall~~~~may~~ develop a policy addressing the
4 implementation of a program for the identification of and strategies for assisting
5 students in kindergarten through grade three (3) with dyslexia.

6 (6) The local board policies ~~shall~~~~may~~ include but not be limited to:

7 (a) The definition and characteristics of dyslexia;

8 (b) A process for identifying students who are displaying characteristics of
9 dyslexia;

10 (c) A process for the utilization of evaluation tools to accurately identify students
11 who are displaying characteristics of dyslexia. Any qualified dyslexia
12 evaluation tool utilized by a local district shall address but not be limited to
13 the following components:

14 1. Phonological awareness and phonemic awareness;

15 2. Sound symbol recognition;

16 3. Alphabet knowledge;

17 4. Decoding skills;

18 5. Encoding skills; and

19 6. Rapid naming;

20 (d) A process for how evaluation tools are administered and evaluated by trained
21 district personnel or licensed professionals;

22 (e) A process for outreach to parents of students identified with or displaying the
23 characteristics of dyslexia with information and resource materials and how
24 dyslexia may be addressed in the student's educational setting;

25 (f) Identification of evidence-based interventions, structured multisensory and
26 literacy approaches to teach language and reading skills, and accommodations
27 that schools may utilize to provide services to students identified as having

1 dyslexia; and

2 (g) A process for monitoring a student's progress after the positive identification,
3 including assessments to ascertain whether the intervention services improve
4 the student's language processing and reading skills.

5 (7) By June 30 of each year, each local school district **shall utilize a reporting tool**
6 **provided by the department to provide**~~[that developed a policy addressing the~~
7 ~~implementation of a program for the identification of and strategies for assisting~~
8 ~~students in kindergarten through grade three (3) with dyslexia shall provide the~~
9 ~~department]~~ the following data for the current school year:

10 (a) ~~[The number of students in kindergarten through grade three (3) that were~~
11 ~~identified as displaying characteristics of dyslexia;~~

12 ~~(b) The number of students in paragraph (a) of this subsection that were identified~~
13 ~~through the response to intervention process;~~

14 ~~(c) The number of students in kindergarten through grade three (3) that were~~
15 ~~evaluated for dyslexia;~~

16 ~~(d)]The number of students in kindergarten through grade three (3) that were~~
17 ~~identified with dyslexia;~~

18 **(b)**~~(e)]The dyslexia evaluation tools used to identify students;~~

19 **(c)**~~(f)] The number of students in kindergarten through grade three (3) that were~~
20 ~~participating in interventions within the school setting[;~~

21 ~~(g) The process or tools used to evaluate student progress; and~~

22 ~~(h) The number of trained district personnel or licensed professionals used to~~
23 ~~administer the dyslexia evaluation tools].~~

24 (8) (a) The department shall establish a study project to gather information on early
25 screening and intervention services for children with characteristics of
26 dyslexia. The commissioner of education shall select three (3) school districts
27 to participate in the study project, one (1) of which shall be located in an

1 urban setting, one (1) of which shall be located in a suburban setting, and one
2 (1) of which shall be located in a rural setting.

3 (b) The department shall establish guidelines and procedures for the study project.

4 (c) The study project shall operate for three (3) full school years, beginning with
5 the school year that begins at least three (3) months after July 14, 2018.

6 (d) The goal of the study project shall be to evaluate the effectiveness of early
7 reading assistance programs for children with characteristics of dyslexia.

8 (e) The commissioner may consult with recognized organizations that specialize
9 in structured literacy programs for the treatment of dyslexia in establishing
10 and operating the study project.

11 (f) The department shall submit a final report outlining the findings of the study
12 to the Interim Joint Committee on Education by November 1 after the final
13 academic year of the study project.

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

15 By the 2020-2021~~[2019-2020]~~ academic year, postsecondary institutions offering teacher
16 preparation programs for elementary and secondary regular education shall~~[, subject to~~
17 ~~available funds,]~~ include instruction on:

18 (1) The definition and characteristics of dyslexia;

19 (2) Processes for identifying dyslexia;

20 (3) Evidence-based interventions and accommodations for dyslexia and other disorders
21 defined in KRS 158.305 and related literacy and learning challenges; and

22 (4) Core elements of a response-to-intervention framework addressing reading, writing,
23 mathematics, and behavior, including;

24 (a) Universal screening;

25 (b) Evidence-based research interventions;

26 (c) Progress monitoring of the effectiveness of interventions on student
27 performance;

- 1 (d) Data-based decision-making procedures related to:
- 2 1. Determining intervention effectiveness on student performance; and
- 3 2. Determining the need to continue, alter, or discontinue interventions or
- 4 conduct further evaluation of student needs; and
- 5 (e) Application and implementation of response-to-intervention and dyslexia
- 6 instructional practices in the classroom setting.