

1 AN ACT relating to reading and writing in schools.

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) **"Dysgraphia" has the same meaning as in KRS 158.305;**

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

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

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

19 (2) ~~By January 1, 2019, the~~ department ~~of Education~~ shall make available a
20 dyslexia toolkit that includes guidance, technical assistance, and training to assist
21 all local school districts in the implementation of evidence-based practices for
22 instructing students identified with or displaying characteristics of dyslexia,
23 **dysgraphia, and other reading and writing difficulties. The department shall**
24 **annually review and update, where appropriate, the dyslexia toolkit guidance**
25 **identified in subsection (3) of this section.**

26 (3) The dyslexia toolkit shall include but not be limited to the following guidance for
27 local districts targeting students in kindergarten through grade three (3) who have

1 been identified with or displaying characteristics of dyslexia, dysgraphia, and other
2 reading and writing difficulties:

3 (a) Definitions and characteristics of dyslexia, dysgraphia, and other reading
4 and writing difficulties for students;

5 (b) Recommended procedures for the evaluation, identification, and ongoing
6 monitoring of students with reading and writing difficulties;

7 (c) Evidence-based practices designed specifically for students with dyslexia,
8 dysgraphia, and other reading and writing difficulties;

9 (d)(b) Characteristics of targeted instruction for dyslexia, dysgraphia, and
10 other reading and writing difficulties, including instructional tools
11 identified in KRS 158.305(11)(b);

12 (e)(c) Guidance on developing instructional plans for students with dyslexia,
13 dysgraphia, and other reading and writing difficulties;

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

15 (g)(e) Structured multisensory and literacy approaches to teaching language
16 and reading skills; and

17 (h)(f) Suggested professional development activities.

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

22 (a) Development and ongoing implementation of training and coaching for
23 teachers;

24 (b) Identifying high-quality trainers to provide support to local districts utilizing a
25 coaching model to develop building level dyslexia experts;

26 (c) Developing awareness training modules for all instructional staff to include
27 information about characteristics of dyslexia; and

- 1 (d) Evidence-based interventions, structured multisensory and literacy approaches
2 to teach language and reading skills, and accommodations for dyslexia and
3 other specific learning disabilities.
- 4 (5) Each local board of education ~~shall~~~~may~~ develop a policy addressing the
5 implementation of a program for the identification of and strategies for assisting
6 students in kindergarten through grade three (3) with dyslexia.
- 7 (6) The local board policies ~~shall~~~~may~~ include but not be limited to:
- 8 (a) The definition and characteristics of dyslexia;
- 9 (b) A process for identifying students who are displaying characteristics of
10 dyslexia;
- 11 (c) A process for the utilization of evaluation tools to accurately identify students
12 who are displaying characteristics of dyslexia. Any qualified dyslexia
13 evaluation tool utilized by a local district shall address but not be limited to
14 the following components:
- 15 1. Phonological awareness and phonemic awareness;
- 16 2. Sound symbol recognition;
- 17 3. Alphabet knowledge;
- 18 4. Decoding skills;
- 19 5. Encoding skills; and
- 20 6. Rapid naming;
- 21 (d) A process for how evaluation tools are administered and evaluated by trained
22 district personnel or licensed professionals;
- 23 (e) A process for outreach to parents of students identified with or displaying the
24 characteristics of dyslexia with information and resource materials and how
25 dyslexia may be addressed in the student's educational setting;
- 26 (f) Identification of evidence-based interventions, structured multisensory and
27 literacy approaches to teach language and reading skills, and accommodations

1 that schools may utilize to provide services to students identified as having
2 dyslexia; and

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

6 (7) By June 30 of each year, each local school district ~~that developed a policy~~
7 ~~addressing the implementation of a program for the identification of and strategies~~
8 ~~for assisting students in kindergarten through grade three (3) with dyslexia~~ shall
9 provide the 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 (e) The dyslexia evaluation tools used to identify students;

19 (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) **The department shall annually compile and maintain the data provided in**
25 **accordance with subsection (7) of this section. No later than November 1 of each**
26 **year, the department shall submit a report to the Legislative Research**
27 **Commission for referral to the appropriate Interim Joint Committee on**

Education including the information compiled in accordance with this subsection for the most recently reported school year.

- (9)** (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 **Legislative Research Commission for referral to the appropriate** Interim Joint Committee on Education by November 1 after the final academic year of the study project.

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

By the ~~2026-2027~~~~[2019-2020]~~ academic year, postsecondary institutions offering teacher preparation programs for elementary and secondary regular education shall, ~~subject to available funds,~~ include instruction on:

- (1) The definition and characteristics of dyslexia;
- (2) Processes for identifying dyslexia;

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