



3 PIRATE PKWY., BERE, KY 40403

PHONE: 859-986-8446

FAX: 859-986-1839

DR. RYAN NEAVES

SUPERINTENDENT

CHRISTINE KNIGHT

SECRETARY TO THE SUPERINTENDENT

TIM MOLTON

DIRECTOR OF ACADEMICS

CHARLIE OWENS

DIRECTOR OF FACILITIES/TRANSPORTATION

NATASHA JOHNSON

FRYSC DIRECTOR

NATHAN SWEET

DIRECTOR OF OPERATIONS

KYLE FRENCH

DPP

JENNIFER WHITT

DIRECTOR OF EXCEPTIONAL CHILDREN

DANIEL MONTOYA

DIRECTOR OF TECHNOLOGY

JERRY BINGHAM

ATHLETIC DIRECTOR

House Bill 253: Policy addressing the implementation of a program for the identification of and strategies for assisting students in K-3 with dyslexia

Statutory requirements:

- I. **Creation and adoption of a district policy** that meets particular parameters regarding the defining and identification of dyslexia as well as the evidenced based treatment and progress monitoring of children who demonstrate characteristics of dyslexia (see specifics below)
- II. **Reporting to KDE** starting **June 30, 2028** and continuing each year on June 30th **for five years** data showing the number of students meeting particular criteria within the district's policy (see below for specific details)
- III. **Prohibits reading curriculum and interventions using the three-cueing system** by 2029-2030 school year. Currently prohibits this three-cueing system from being part of teacher professional development. Requires KDE to establish an approved list of reading curriculum and interventions that does not include programs that use this system.
- IV. Requires all **Prek-5th grade teachers to be trained** in a KDE approved science of reading professional learning program by June 20, 2029.

Policy Components: (08.1313): The Board will implement a program for the identification of and strategies for assisting students in kindergarten through grade three with characteristics of dyslexia. The policy shall include but is not limited to...

1. Define Dyslexia (defined by KSBA in model procedures and based on national definition)
2. A process for identifying students who are displaying characteristics of dyslexia
3. A process for using evaluation tools to accurately identify students with dyslexia
4. A process for how evaluation tools are administered and evaluated by trained district staff or licensed professionals
5. A process for outreach to parents of students with/or displaying the characteristics of dyslexia with information and resource materials about how dyslexia may be addressed in the student's educational setting.
6. Identification of evidence based interventions, structured multi-sensory and literacy approaches to teach language and reading skills and accommodations that schools may utilize to provide services to students identified as having dyslexia
7. A process for monitoring a student's progress including assessments to ascertain whether the intervention services improve the student's language processing and reading skills.

KDE Reporting Requirements: (Deadline: June 30, 2028 and every June 30 for 5 years)

- The number of students in kindergarten through grade three (3) that were identified through the approved universal screener and reading diagnostic assessment as displaying characteristics of dyslexia
- The number of students in paragraph (a) that were identified as needing enrichment programs
- The number of students in kindergarten through grade three (3) that were participating in literacy interventions within the school setting
- The process or tools used to evaluate student progress

Training Requirements: (Deadline: June 30, 2029)

- All educators who teach preschool (IECE) through 5th grade must complete a KDE approved science of reading professional learning program.

Berea Status/Needs:

- KSBA policy covers the regulation requirements with regards to necessary the district policy
- KDE has published a Dyslexia Toolkit which is exceptionally helpful not only in meeting the statutory requirements, but in working towards best practices in the areas of screening, assessment and intervention as well.
- Some research will be needed into our current universal screener and intervention programs to ensure that they include the components that are necessary to address at particular grade levels for students displaying characteristics of dyslexia. iReady is a strong program and a lot of what we need may already be there.
- The same situation will occur with our intervention programs and curriculum. We will need to ensure they match the best practices and research for what is considered evidence based when teaching students with dyslexia reading and language processing skills.
- It is important to note that all of this work will be blended into the current MTSS structure.
- Ensuring we no longer use any programs with a three-cueing system should be easily done as we assess our curriculum.
- We will need to outline a specific procedure for how we reach out to parents of students we identify as having characteristics of dyslexia. It is also recommended that supplemental informational materials be provided in writing to parents.
- Many of our elementary staff have taken advantage of the LETRS training through KDE over the last several years. We will need to take inventory of who has been trained and make a plan for training those who have not received this training. This is a science of reading based training. Training including science of reading is also offered through SESC. Options from both organizations would provide training at no cost to the district.