AN ACT concerning school districts; relating to the identification and
instruction of pupils with dyslexia.

Be it enacted by the Legislature of the State of Kansas:
Section 1. (a) Upon receipt of a written statement from a licensed
physician, psychologist or psychiatrist, stating that a child has been
diagnosed with dyslexia, a school district shall implement best practices in
instructing such child pursuant to rules and regulations adopted by the
state board of education. No evaluation or independent educational
evaluation shall be required prior to the implementation of such best
practices.
(b) The state board of education shall adopt rules and regulations:
(1) To establish best practices of instruction in general education for
children with dyslexia, including, but not limited to, implementation of a
section 504 accommodation plan, and intense instruction under tier three
of the Kansas multi-tier system of supports. Such services shall be
provided on a continuum under the response to intervention model, and
shall not be limited if the student qualifies and needs remediation;
(2) to require school districts to provide early screening or testing of
pupils enrolled in pre-kindergarten, kindergarten and grades one and two
to identify those pupils with significant language and literacy disorders,
including, but not limited to, dyslexia; and
(3) to require that teachers successfully complete teacher preparation
courses that include the language essentials for teachers of reading and
spelling curriculum or other appropriate intensive multisensory teacher
training programs that are specifically designed for children with dyslexia,
and knowledge of best practices of instruction for children with dyslexia,
including scientifically-based reading instructional components.
(c) Services provided pursuant to this section shall be implemented as
part of the response to intervention model of the multi-tier system of
supports.
(d) For purposes of this section, the term "dyslexia" means a specific
learning disability that is neurological in origin, and characterized by
difficulties with accurate or fluent word recognition and poor spelling and
decoding abilities. The term "dyslexia" includes: (1) Those difficulties
described above that 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; and (2) secondary consequences, such as problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.

(e) This section shall be part of and supplement to the special education for exceptional children act, K.S.A. 72-961 et seq., and amendments thereto.

Sec. 2. This act shall take effect and be in force from and after its publication in the statute book.