

House _____ Amendment NO. _____

Offered By _____

1 AMEND Senate Bill No. 627, Page 1, In the Title, Lines 2 and 3, by deleting the phrase "suicide
2 awareness and prevention" and inserting in lieu thereof the phrase "student well-being"; and
3

4 Further amend said bill and page, Section A, Line 2, by inserting after all of said section and line
5 the following:
6

7 "167.903. 1. Each student prior to his or her ninth grade year at a public school, including a
8 charter school, may develop with help from the school's guidance counselors a personal plan of
9 study, which shall be reviewed regularly, as needed by school personnel and the student's parent or
10 guardian and updated based upon the needs of the student. Each plan shall present a sequence of
11 courses and experiences that conclude with the student reaching his or her postsecondary goals, with
12 implementation of the plan of study transferring to the program of postsecondary education or
13 training upon the student's high school graduation. The plan shall include, but not be limited to:

14 (1) Requirements for graduation from the school district or charter school;

15 (2) Career or postsecondary goals;

16 (3) Coursework or program of study related to career and postsecondary goals, which shall
17 include, if relevant, opportunities that the district or school may not directly offer;

18 (4) Grade-appropriate and career-related experiences, as outlined in the grade-level
19 expectations of the Missouri comprehensive guidance program; and

20 (5) Student assessments, interest inventories, or academic results needed to develop, review,
21 and revise the personal plan of study, which shall include, if relevant, assessments, inventories, or
22 academic results that the school district or charter school may not offer.

23 2. Each school district shall adopt a policy to permit the waiver of the requirements of this
24 section for any student with a disability if recommended by the student's IEP committee. For
25 purposes of this subsection, "IEP" means individualized education program.

26 167.905. 1. By July 1, 2018, each school district shall develop a policy and implement a
27 measurable system for identifying students in their ninth grade year, or students who transfer into
28 the school subsequent to their ninth grade year, who are at risk of not being ready for college-level
29 work or for entry-level career positions. Districts shall include, but are not limited to, the following
30 sources of information:

31 (1) A student's performance on the Missouri assessment program test in eighth grade in
32 English language arts and mathematics;

33 (2) A student's comparable statewide assessment performance if such student transferred
34 from another state;

35 (3) The district's overall reported remediation rate under section 173.750; and

36 (4) A student's attendance rate.

Standing Action Taken _____ Date _____

Select Action Taken _____ Date _____

2. The district policy shall require academic and career counseling to take place prior to graduation so that the school may attempt to provide sufficient opportunities to the student to graduate college-ready or career-ready and on time.

3. Each school district shall adopt a policy to permit the waiver of the requirements of this section for any student with a disability if recommended by the student's IEP committee. For purposes of this subsection, "IEP" means individualized education program.

167.950. 1. (1) By December 31, 2017, the department of elementary and secondary education shall develop guidelines for the appropriate screening of students for dyslexia and related disorders and the necessary classroom support for students with dyslexia and related disorders. Such guidelines shall be consistent with the findings and recommendations of the task force created under section 633.420.

(2) In the 2018-19 school year and subsequent years, each public school, including each charter school, shall conduct dyslexia screenings for students in the appropriate year consistent with the guidelines developed by the Department of Elementary and Secondary Education.

(3) In the 2018-19 school year and subsequent years, the school board of each district and the governing board of each charter school shall provide reasonable classroom support consistent with the guidelines developed by the Department of Elementary and Secondary Education.

2. In the 2018-19 school year and subsequent years, the practicing teacher assistance programs established under section 168.400 shall include two hours of in-service training provided by each local school district for all practicing teachers in such district regarding dyslexia and related disorders. Each charter school shall also offer all of its teachers two hours of training on dyslexia and related disorders. Districts and charter schools may seek assistance from the department of elementary and secondary education in developing and providing such training. Completion of such training shall count as two contact hours of professional development under section 168.021.

3. For purposes of this section, the following terms mean:

(1) "Dyslexia", a disorder that is neurological in origin, characterized by difficulties with accurate and fluent word recognition and poor spelling and decoding abilities that typically result from a deficit in the phonological component of language, often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction, and of which secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. Nothing in this definition shall require a student with dyslexia to obtain an individualized education program (IEP) unless the student has otherwise met the federal conditions necessary;

(2) "Dyslexia screening", a short test conducted by a teacher or school counselor to determine whether a student likely has dyslexia or a related disorder in which a positive result does not represent a medical diagnosis but indicates that the student could benefit from approved support;

(3) "Related disorders", disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability;

(4) "Support", low-cost and effective best practices, such as oral examinations and extended test-taking periods, used to support students who have dyslexia or any related disorder.

4. The state board of education shall promulgate rules and regulations for each public school to screen students for dyslexia and related disorders. Any rule or portion of a rule, as that term is defined in section 536.010, that is created under the authority delegated in this section shall become effective only if it complies with and is subject to all of the provisions of chapter 536 and, if applicable, section 536.028. This section and chapter 536 are nonseverable, and if any of the powers vested with the general assembly pursuant to chapter 536 to review, to delay the effective date, or to disapprove and annul a rule are subsequently held unconstitutional, then the grant of

1 rulemaking authority and any rule proposed or adopted after August 28, 2016, shall be invalid and
 2 void.

3 5. Nothing in this section shall require the MO HealthNet program to expand the services
 4 that it provides.

5 173.750. 1. By July 1, 1995, the coordinating board for higher education, within existing
 6 resources provided to the department of higher education and by rule and regulation, shall have
 7 established and implemented a procedure for annually reporting the performance of graduates of
 8 public high schools in the state during the student's initial year in the public colleges and universities
 9 of the state. The purpose of such reports shall be to assist in determining how high schools are
 10 preparing students for successful college and university performance. The report produced pursuant
 11 to this subsection shall annually be furnished to the state board of education for reporting pursuant
 12 to subsection 4 of section 161.610 and shall not be used for any other purpose until such time that a
 13 standard process and consistent, specific criteria for determining a student's need for remedial
 14 coursework is agreed upon by the coordinating board for higher education, higher education
 15 institutions, and the state board of education.

16 2. The procedures shall be designed so that the reporting is made by the name of each high
 17 school in the state, with individual student data to be grouped according to the high school from
 18 which the students graduated. The data in the reports shall be disaggregated by race and sex. The
 19 procedures shall not be designed so that the reporting contains the name of any student. No grade
 20 point average shall be disclosed under subsection 3 of this section in any case where three or fewer
 21 students from a particular high school attend a particular college or university.

22 3. The data reported shall include grade point averages after the initial college year,
 23 calculated on, or adjusted to, a four point grade scale; the percentage of students returning to college
 24 after the first and second half of the initial college year, or after each trimester of the initial college
 25 year; the percentage of students taking noncollege level classes in basic academic courses during the
 26 first college year, or remedial courses in basic academic subjects of English, mathematics, or
 27 reading; and other such data as determined by rule and regulation of the coordinating board for
 28 higher education.

29 4. The department of elementary and secondary education shall conduct a review of its
 30 policies and procedures relating to remedial education in light of the best practices in remediation
 31 identified as required by subdivision (6) of subsection 2 of section 173.005 to ensure that school
 32 districts are informed about best practices to reduce the need for remediation. The department shall
 33 present its results to the joint committee on education by October 31, 2017."; and

34
 35 Further amend said bill, Page 2, Section 173.1200, Line 41, by inserting after all of said section and
 36 line the following:

37
 38 "633.420. 1. For the purposes of this section, the term "dyslexia" means a disorder that is
 39 neurological in origin, characterized by difficulties with accurate and fluent word recognition, and
 40 poor spelling and decoding abilities that typically result from a deficit in the phonological
 41 component of language, often unexpected in relation to other cognitive abilities and the provision of
 42 effective classroom instruction, and of which secondary consequences may include problems in
 43 reading comprehension and reduced reading experience that can impede growth of vocabulary and
 44 background knowledge. Nothing in this section shall prohibit a district from assessing students for
 45 dyslexia and offering students specialized reading instruction if a determination is made that a
 46 student suffers from dyslexia. Unless required by federal law, nothing in this definition shall require
 47 a student with dyslexia to be automatically determined eligible as a student with a disability.

48 2. There is hereby created the "Legislative Task Force on Dyslexia". The joint committee

on education shall provide technical and administrative support as required by the task force to fulfill its duties; any such support involving monetary expenses shall first be approved by the chairman of the joint committee on education. The task force shall meet at least quarterly and may hold meetings by telephone or video conference. The task force shall advise and make recommendations to the governor, joint committee on education, and relevant state agencies regarding matters concerning individuals with dyslexia, including education and other adult and adolescent services.

3. The task force shall be comprised of twenty members consisting of the following:

(1) Two members of the senate appointed by the president pro tempore of the senate, with one member appointed from the minority party and one member appointed from the majority party;

(2) Two members of the house of representatives appointed by the speaker of the house of representatives, with one member appointed from the minority party and one member appointed from the majority party;

(3) The commissioner of education, or his or her designee;

(4) One representative from an institution of higher education located in this state with specialized expertise in dyslexia and reading instruction;

(5) A representative from a state teachers association or the Missouri National Education Association;

(6) A representative from the International Dyslexia Association of Missouri;

(7) A representative from Decoding Dyslexia of Missouri;

(8) A representative from the Missouri Association of Elementary School Principals;

(9) A representative from the Missouri Council of Administrators of Special Education;

(10) A professional licensed in the state of Missouri with experience diagnosing dyslexia including, but not limited to, a licensed psychologist, school psychologist, or neuropsychologist;

(11) A speech-language pathologist with training and experience in early literacy development and effective research-based intervention techniques for dyslexia, including an Orton-Gillingham remediation program recommended by the Missouri Speech-Language Hearing Association;

(12) A certified academic language therapist recommended by the Academic Language Therapists Association who is a resident of this state;

(13) A representative from an independent private provider or nonprofit organization serving individuals with dyslexia;

(14) An assistive technology specialist with expertise in accessible print materials and assistive technology used by individuals with dyslexia recommended by the Missouri assistive technology council;

(15) One private citizen who has a child who has been diagnosed with dyslexia;

(16) One private citizen who has been diagnosed with dyslexia;

(17) A representative of the Missouri State Council of the International Reading Association; and

(18) A pediatrician with knowledge of dyslexia.

4. The members of the task force, other than the members from the general assembly and ex officio members, shall be appointed by the president pro tempore of the senate or the speaker of the house of representatives by September 1, 2016, by alternating appointments beginning with the president pro tempore of the senate. A chairperson shall be selected by the members of the task force. Any vacancy on the task force shall be filled in the same manner as the original appointment. Members shall serve on the task force without compensation.

5. The task force shall make recommendations for a statewide system for identification, intervention, and delivery of supports for students with dyslexia, including the development of

1 resource materials and professional development activities. These recommendations shall be
2 included in a report to the governor and joint committee on education and shall include findings and
3 proposed legislation and shall be made available no longer than twelve months from the task force's
4 first meeting.

5 6. The recommendations and resource materials developed by the task force shall:

6 (1) Identify valid and reliable screening and evaluation assessments and protocols that can
7 be used and the appropriate personnel to administer such assessments in order to identify children
8 with dyslexia or the characteristics of dyslexia as part of an ongoing reading progress monitoring
9 system, multi-tiered system of supports, and special education eligibility determinations in schools;

10 (2) Recommend an evidence-based reading instruction, with consideration of the National
11 Reading Panel Report and Orton-Gillingham methodology principles for use in all Missouri schools,
12 and intervention system, including a list of effective dyslexia intervention programs, to address
13 dyslexia or characteristics of dyslexia for use by schools in multi-tiered systems of support and for
14 services as appropriate for special education eligible students;

15 (3) Develop and implement preservice and inservice professional development activities to
16 address dyslexia identification and intervention, including utilization of accessible print materials
17 and assistive technology, within degree programs such as education, reading, special education,
18 speech-language pathology, and psychology;

19 (4) Review teacher certification and professional development requirements as they relate to
20 the needs of students with dyslexia;

21 (5) Examine the barriers to accurate information on the prevalence of students with dyslexia
22 across the state and recommend a process for accurate reporting of demographic data; and

23 (6) Study and evaluate current practices for diagnosing, treating, and educating children in
24 this state and examine how current laws and regulations affect students with dyslexia in order to
25 present recommendations to the governor and joint committee on education.

26 7. The task force shall hire or contract for hire specialist services to support the work of the
27 task force as necessary with appropriations made by the general assembly for that purpose or from
28 other available funding.

29 8. The task force authorized under this section shall expire on August 31, 2018."; and
30

31 Further amend said bill by amending the title, enacting clause, and intersectional references
32 accordingly.