

House _____ Amendment NO. _____

Offered By _____

1 AMEND House Committee Substitute for Senate Bill No. 827, Page 9, Section 167.266, Line 19,
2 by inserting after all of said section and line the following:

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4 "167.903. 1. Each student prior to his or her ninth grade year at a public school, including a
5 charter school, may develop with help from the school's guidance counselors a personal plan of
6 study, which shall be reviewed regularly, as needed by school personnel and the student's parent or
7 guardian and updated based upon the needs of the student. Each plan shall present a sequence of
8 courses and experiences that conclude with the student reaching his or her postsecondary goals, with
9 implementation of the plan of study transferring to the program of postsecondary education or
10 training upon the student's high school graduation. The plan shall include, but not be limited to:

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

12 (2) Career or postsecondary goals;

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

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

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

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

23 167.905. 1. By July 1, 2018, each school district shall develop a policy and implement a
24 measurable system for identifying students in their ninth grade year, or students who transfer into
25 the school subsequent to their ninth grade year, who are at risk of not being ready for college-level
26 work or for entry-level career positions. Districts shall include, but are not limited to, the following
27 sources of information:

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

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

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

33 (4) A student's attendance rate.

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

Standing Action Taken _____ Date _____

Select Action Taken _____ Date _____

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

5. Nothing in this section shall require the MO HealthNet program to expand the services

1 that it provides."; and

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3 Further amend said bill, Page 12, Section 168.520, Line 22, by inserting immediately after said line
4 the following:

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

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