

SECOND REGULAR SESSION

[PERFECTED]

HOUSE COMMITTEE SUBSTITUTE FOR

HOUSE BILL NO. 1928

98TH GENERAL ASSEMBLY

5408H.02P

D. ADAM CRUMBLISS, Chief Clerk

AN ACT

To repeal sections 167.265, 168.303, 168.500, 168.520, and 192.915, RSMo, and enact in lieu thereof ten new sections relating to elementary and secondary education, with a delayed effective date for a certain section.

Be it enacted by the General Assembly of the state of Missouri, as follows:

Section A. Sections 167.265, 168.303, 168.500, 168.520, and 192.915, RSMo, are
2 repealed and ten new sections enacted in lieu thereof, to be known as sections 161.1005,
3 161.1050, 161.1055, 167.265, 167.266, 168.303, 168.500, 168.520, 192.915, and 633.420, to
4 read as follows:

161.1005. 1. By July 1, 2017, the department of elementary and secondary
2 education shall employ a dyslexia therapist, licensed psychometrist, licensed speech-
3 language pathologist, certified academic language therapist, or certified training specialist
4 to serve as the department's dyslexia specialist. Such dyslexia specialist shall have a
5 minimum of three years of field experience in screening, identifying, and treating dyslexia
6 and related disorders.

7 2. The department of elementary and secondary education shall ensure that the
8 dyslexia specialist has completed training and received certification from a program
9 approved by the legislative task force on dyslexia established in section 633.420 and is able
10 to provide necessary information and support to school district teachers.

11 3. The dyslexia specialist shall:

12 (1) Be highly trained in dyslexia and related disorders, including best practice
13 interventions and treatment models;

14 (2) Be responsible for the implementation of professional development; and

EXPLANATION — Matter enclosed in bold-faced brackets [thus] in the above bill is not enacted and is intended to be omitted from the law. Matter in **bold-face** type in the above bill is proposed language.

15 (3) Serve as the primary source of information and support for districts addressing
16 the needs of students with dyslexia and related disorders.

17 4. In addition to the duties assigned under subsection 3 of this section, the dyslexia
18 specialist shall assist the department of elementary and secondary education with
19 developing and administering professional development programs to be made available to
20 school districts no later than the 2017-18 school year. The programs shall focus on
21 educating teachers regarding the indicators of dyslexia, the science surrounding teaching
22 a student who is dyslexic, and classroom accommodations necessary for a student with
23 dyslexia. The department of elementary and secondary education shall provide
24 informational material regarding dyslexia and related disorders on its website at no cost
25 for school districts and teachers.

 161.1050. 1. There is hereby established within the department of elementary and
2 secondary education the "Trauma-Informed Schools Initiative".

3 2. The department of elementary and secondary education shall consult the
4 department of mental health and the department of social services for assistance in
5 fulfilling the requirements of this section.

6 3. The department of elementary and secondary education shall:

7 (1) Provide information regarding the trauma-informed approach to all school
8 districts;

9 (2) Offer training on the trauma-informed approach to all school districts, which
10 shall include information on how schools can become trauma-informed schools; and

11 (3) Develop a website about the trauma-informed schools initiative that includes
12 information for schools and parents regarding the trauma-informed approach and a guide
13 for schools on how to become trauma-informed schools.

14 4. Each school district shall provide the address of the website described under
15 subdivision (3) of subsection 3 of this section to all parents of the students in its district
16 before October first of each school year.

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

18 (1) "Trauma-informed approach", an approach that involves understanding and
19 responding to the symptoms of chronic interpersonal trauma and traumatic stress across
20 the lifespan;

21 (2) "Trauma-informed school", a school that:

22 (a) Realizes the widespread impact of trauma and understands potential paths for
23 recovery;

24 (b) Recognizes the signs and symptoms of trauma in students, teachers, and staff;

25 (c) Responds by fully integrating knowledge about trauma into its policies,
26 procedures, and practices; and

27 (d) Seeks to actively resist re-traumatization.

161.1055. 1. Subject to appropriations, the department of elementary and
2 secondary education shall establish the "Trauma-Informed Schools Pilot Program".

3 2. Under the trauma-informed schools pilot program, the department of elementary
4 and secondary education shall choose five schools to receive intensive training on the
5 trauma-informed approach.

6 3. The five schools chosen for the pilot program shall be located in the following
7 areas:

8 (1) One public school located in a metropolitan school district;

9 (2) One public school located in a home rule city with more than four hundred
10 thousand inhabitants and located in more than one county;

11 (3) One public school located in a school district that has most or all of its land area
12 located in a county with a charter form of government and with more than nine hundred
13 fifty thousand inhabitants;

14 (4) One public school located in a school district that has most or all of its land area
15 located in a county with a charter form of government and with more than six hundred
16 thousand but fewer than seven hundred thousand inhabitants; and

17 (5) One public school located in any one of the following counties:

18 (a) A county of the third classification without a township form of government and
19 with more than forty-one thousand but fewer than forty-five thousand inhabitants;

20 (b) A county of the third classification without a township form of government and
21 with more than six thousand but fewer than seven thousand inhabitants and with a city of
22 the fourth classification with more than eight hundred but fewer than nine hundred
23 inhabitants as the county seat;

24 (c) A county of the third classification with a township form of government and
25 with more than thirty-one thousand but fewer than thirty-five thousand inhabitants;

26 (d) A county of the third classification without a township form of government and
27 with more than fourteen thousand but fewer than sixteen thousand inhabitants and with
28 a city of the third classification with more than five thousand but fewer than six thousand
29 inhabitants as the county seat;

30 (e) A county of the third classification without a township form of government and
31 with more than eighteen thousand but fewer than twenty thousand inhabitants and with
32 a city of the fourth classification with more than three thousand but fewer than three
33 thousand seven hundred inhabitants as the county seat;

34 (f) A county of the third classification without a township form of government and
35 with more than eighteen thousand but fewer than twenty thousand inhabitants and with
36 a city of the third classification with more than six thousand but fewer than seven thousand
37 inhabitants as the county seat;

38 (g) A county of the third classification without a township form of government and
39 with more than fourteen thousand but fewer than sixteen thousand inhabitants and with
40 a city of the fourth classification with more than one thousand nine hundred but fewer
41 than two thousand one hundred inhabitants as the county seat;

42 (h) A county of the third classification without a township form of government and
43 with more than thirty-seven thousand but fewer than forty-one thousand inhabitants and
44 with a city of the fourth classification with more than eight hundred but fewer than nine
45 hundred inhabitants as the county seat;

46 (i) A county of the third classification with a township form of government and
47 with more than twenty-eight thousand but fewer than thirty-one thousand inhabitants; or

48 (j) A county of the third classification without a township form of government and
49 with more than twelve thousand but fewer than fourteen thousand inhabitants and with
50 a city of the fourth classification with more than five hundred but fewer than five hundred
51 fifty inhabitants as the county seat.

52 4. The department of elementary and secondary education shall:

53 (1) Train the teachers and administrators of the five schools chosen for the pilot
54 program regarding the trauma-informed approach and how to become trauma-informed
55 schools;

56 (2) Provide the five schools with funds to implement the trauma-informed
57 approach; and

58 (3) Closely monitor the progress of the five schools in becoming trauma-informed
59 schools and provide further assistance if necessary.

60 5. The department of elementary and secondary education shall terminate the
61 trauma-informed schools pilot program on August 28, 2019. Before December 31, 2019,
62 the department of elementary and secondary education shall submit a report to the general
63 assembly that contains the results of the pilot program, including any benefits experienced
64 by the five schools chosen for the program.

65 6. (1) There is hereby created in the state treasury the "Trauma-Informed Schools
66 Pilot Program Fund". The fund shall consist of any appropriations to such fund. The
67 state treasurer shall be custodian of the fund. In accordance with sections 30.170 and
68 30.180, the state treasurer may approve disbursements of public moneys in accordance
69 with distribution requirements and procedures developed by the department of elementary

70 **and secondary education. The fund shall be a dedicated fund and, upon appropriation,**
71 **moneys in the fund shall be used solely for the administration of this section.**

72 **(2) Notwithstanding the provisions of section 33.080 to the contrary, any moneys**
73 **remaining in the fund at the end of the biennium shall not revert to the credit of the**
74 **general revenue fund.**

75 **(3) The state treasurer shall invest moneys in the fund in the same manner as other**
76 **funds are invested. Any interest and moneys earned on such investments shall be credited**
77 **to the fund.**

78 **7. For purposes of this section, the following terms mean:**

79 **(1) "Trauma-informed approach", an approach that involves understanding and**
80 **responding to the symptoms of chronic interpersonal trauma and traumatic stress across**
81 **the lifespan;**

82 **(2) "Trauma-informed school", a school that:**

83 **(a) Realizes the widespread impact of trauma and understands potential paths for**
84 **recovery;**

85 **(b) Recognizes the signs and symptoms of trauma in students, teachers, and staff;**

86 **(c) Responds by fully integrating knowledge about trauma into its policies,**
87 **procedures, and practices; and**

88 **(d) Seeks to actively resist re-traumatization.**

89 **8. The provisions of this section shall expire December 31, 2019.**

167.265. 1. A program to provide [guidance] **school** counselors in grades kindergarten
2 through nine is established. Any public elementary school, middle school, junior high school,
3 or combination of such schools, containing such grades which meet the criteria pursuant to this
4 section shall be eligible for a state financial supplement to employ a [guidance] **school** counselor.
5 Eligibility criteria are: the school shall have a minimum enrollment of one hundred twenty-five
6 pupils per school site, shall have a breakfast program, and shall serve at least forty percent of its
7 lunches to pupils who are eligible for free or reduced price meals according to federal guidelines.

8 2. A school district which contains such eligible schools may apply to the department
9 of elementary and secondary education for a state financial supplement to employ a [guidance]
10 **school** counselor in those schools named in the application and in no other schools of the district.
11 The state financial supplement shall not exceed ten thousand dollars per [guidance] **school**
12 counselor. No more than one [guidance] **school** counselor per school shall be supplemented by
13 the state pursuant to this section, except that a district may apply for an additional [guidance]
14 **school** counselor if the enrollment at the school equals four hundred or more pupils. [Guidance]
15 **School** counselors thus employed pursuant to this section shall at a minimum engage in direct
16 counseling activities with the pupils of the school during a portion of the school day which

17 represents that portion of the [guidance] **school** counselor's salary which is supplemented by the
18 state pursuant to this section.

19 3. The state board of education shall promulgate rules and regulations for the
20 implementation of this section. Such rules shall include identifying any qualifications for
21 [guidance] **school** counselors which may be in addition to those promulgated pursuant to section
22 168.021, establishing application procedures for school districts, determining a method of
23 awarding state financial supplements in the event that the number of applications exceeds the
24 amounts appropriated therefor, and establishing an amount of state financial supplement per
25 [guidance] **school** counselor based upon the salary schedule of the district.

**167.266. 1. Beginning with the 2016-17 school year, the board of education of a
2 school district or a charter school that is a local educational agency may establish an
3 academic and career counseling program in cooperation with parents and the local
4 community that is in the best interest of and meets the needs of students in the community.
5 School districts and local educational agencies may use the Missouri comprehensive
6 guidance and counseling program as a resource for the development of a district's or local
7 educational agency's program. The department of elementary and secondary education
8 shall develop a process for recognition of a school district's academic and career counseling
9 program established in cooperation with parents and the local community no later than
10 January 1, 2017.**

11 **2. The state board of education shall promulgate rules and regulations for the
12 implementation of this section. Any rule or portion of a rule, as that term is defined in
13 section 536.010, that is created under the authority delegated in this section shall become
14 effective only if it complies with and is subject to all of the provisions of chapter 536 and,
15 if applicable, section 536.028. This section and chapter 536 are nonseverable, and if any
16 of the powers vested with the general assembly pursuant to chapter 536 to review, to delay
17 the effective date, or to disapprove and annul a rule are subsequently held
18 unconstitutional, then the grant of rulemaking authority and any rule proposed or adopted
19 after August 28, 2016, shall be invalid and void.**

168.303. The state board of education shall adopt rules to facilitate job-sharing positions
2 for classroom teachers, as the term "job-sharing" is defined in this section. These rules shall
3 provide that a classroom teacher in a job-sharing position shall receive paid legal holidays,
4 annual vacation leave, sick leave, and personal leave on a pro rata basis. "Job-sharing position"
5 shall mean any position:

6 (1) Shared with one other employee;

7 (2) Requiring employment of at least seventeen hours per week but not more than twenty
8 hours per week on a regular basis; and

9 (3) Requiring at least seventy percent of all time spent in classroom instruction as
10 determined by the employer;

11

12 provided that, job-sharing position shall not include instructional support or school services
13 positions including, but not limited to, [guidance] **school** counselor, media coordinator,
14 psychologist, social worker, audiologist, speech and language pathologist, and nursing positions.

168.500. 1. For the purpose of providing career pay, which shall be a salary supplement,
2 for public school teachers, which for the purpose of sections 168.500 to 168.515 shall include
3 classroom teachers, librarians, [guidance] **school** counselors and certificated teachers who hold
4 positions as school psychological examiners, parents as teachers educators, school psychologists,
5 special education diagnosticians and speech pathologists, and are on the district salary schedule,
6 there is hereby created and established a career advancement program which shall be known as
7 the "Missouri Career Development and Teacher Excellence Plan", hereinafter known as the
8 "career plan or program". Participation by local school districts in the career advancement
9 program established under this section shall be voluntary. The career advancement program is
10 a matching fund program. The general assembly may make an annual appropriation to the
11 excellence in education fund established under section 160.268 for the purpose of providing the
12 state's portion for the career advancement program. The "Career Ladder Forward Funding Fund"
13 is hereby established in the state treasury. Beginning with fiscal year 1998 and until the career
14 ladder forward funding fund is terminated pursuant to this subsection, the general assembly may
15 appropriate funds to the career ladder forward funding fund. Notwithstanding the provisions of
16 section 33.080 to the contrary, moneys in the fund shall not be transferred to the credit of the
17 general revenue fund at the end of the biennium. All interest or other gain received from
18 investment of moneys in the fund shall be credited to the fund. All funds deposited in the fund
19 shall be maintained in the fund until such time as the balance in the fund at the end of the fiscal
20 year is equal to or greater than the appropriation for the career ladder program for the following
21 year, at which time all such revenues shall be used to fund, in advance, the career ladder program
22 for such following year and the career ladder [forwarding] **forward** funding fund shall thereafter
23 be terminated.

24 2. The department of elementary and secondary education, at the direction of the
25 commissioner of education, shall study and develop model career plans which shall be made
26 available to the local school districts. These state model career plans shall:

27 (1) Contain three steps or stages of career advancement;

28 (2) Contain a detailed procedure for the admission of teachers to the career program;

29 (3) Contain specific criteria for career step qualifications and attainment. These criteria
30 shall clearly describe the minimum number of professional responsibilities required of the

31 teacher at each stage of the plan and shall include reference to classroom performance
32 evaluations performed pursuant to section 168.128;

33 (4) Be consistent with the teacher certification process recommended by the Missouri
34 advisory council of certification for educators and adopted by the department of elementary and
35 secondary education;

36 (5) Provide that public school teachers in Missouri shall become eligible to apply for
37 admission to the career plans adopted under sections 168.500 to 168.515 after five years of
38 public school teaching in Missouri. All teachers seeking admission to any career plan shall, as
39 a minimum, meet the requirements necessary to obtain the first renewable professional certificate
40 as provided in section 168.021;

41 (6) Provide procedures for appealing decisions made under career plans established
42 under sections 168.500 to 168.515.

43 3. The commissioner of education shall cause the department of elementary and
44 secondary education to establish guidelines for all career plans established under this section, and
45 criteria that must be met by any school district which seeks funding for its career plan.

46 4. A participating local school district may have the option of implementing a career plan
47 developed by the department of elementary and secondary education or a local plan which has
48 been developed with advice from teachers employed by the district and which has met with the
49 approval of the department of elementary and secondary education. In approving local career
50 plans, the department of elementary and secondary education may consider provisions in the plan
51 of the local district for recognition of teacher mobility from one district to another within this
52 state.

53 5. The career plans of local school districts shall not discriminate on the basis of race,
54 sex, religion, national origin, color, creed, or age. Participation in the career plan of a local
55 school district is optional, and any teacher who declines to participate shall not be penalized in
56 any way.

57 6. In order to receive funds under this section, a school district which is not subject to
58 section 162.920 must have a total levy for operating purposes which is in excess of the amount
59 allowed in Section 11(b) of Article X of the Missouri Constitution; and a school district which
60 is subject to section 162.920 must have a total levy for operating purposes which is equal to or
61 in excess of twenty-five cents on each hundred dollars of assessed valuation.

62 7. The commissioner of education shall cause the department of elementary and
63 secondary education to regard a speech pathologist who holds both a valid certificate of license
64 to teach and a certificate of clinical competence to have fulfilled the standards required to be
65 placed on stage III of the career program, provided that such speech pathologist has been

66 employed by a public school in Missouri for at least five years and is approved for placement at
67 such stage III by the local school district.

68 8. Beginning in fiscal year 2012, the state portion of career ladder payments shall only
69 be made available to local school districts if the general assembly makes an appropriation for
70 such program. Payments authorized under sections 168.500 to 168.515 shall only be made
71 available in a year for which a state appropriation is made. Any state appropriation shall be
72 made prospectively in relation to the year in which work under the program is performed.

73 9. Nothing in this section shall be construed to prohibit a local school district from
74 funding the program for its teachers for work performed in years for which no state appropriation
75 is made available.

168.520. 1. For the purpose of providing career pay, which shall be a salary supplement
2 for teachers, librarians, [guidance] **school** counselors and certificated teachers who hold positions
3 as school psychological examiners, parents-as-teachers educators, school psychologists, special
4 education diagnosticians or speech pathologists in Missouri schools for the severely disabled,
5 the Missouri School for the Blind and the Missouri School for the Deaf, there is hereby
6 established a career advancement program which shall become effective no later than September
7 1, 1986. Participation in the career advancement program by teachers shall be voluntary.

8 2. The department of elementary and secondary education with the recommendation of
9 teachers from the state schools, shall develop a career plan. This state career plan shall include,
10 but need not be limited to, the provisions of state model career plans as contained in subsection
11 2 of section 168.500.

12 3. After a teacher who is duly employed by a state school qualifies and is selected for
13 participation in the state career plan established under this section, such a teacher shall not be
14 denied the career pay authorized by such plan except as provided in subdivisions (1), (2), and (3)
15 of section 168.510.

16 4. Each teacher selected to participate in the career plan established under this section
17 who meets the requirements of such plan shall receive a salary supplement as provided in
18 subdivisions (1), (2), and (3) of subsection 1 of section 168.515.

19 5. The department of elementary and secondary education shall annually include within
20 its budget request to the general assembly sufficient funds for the purpose of providing career
21 pay as established under this section to those eligible teachers employed in Missouri schools for
22 the severely disabled, the Missouri School for the Deaf, and the Missouri School for the Blind.

192.915. 1. To increase awareness of the risks associated with use of over-the-counter
2 weight loss pills by persons under the age of eighteen, the department of health and senior
3 services shall implement an education and awareness program. Such program shall provide
4 accurate information regarding weight loss and the dangers of using over-the-counter weight loss

5 pills by the teenage population without the consultation of a licensed physician. Such program
6 shall focus on education and awareness programs for teenagers, parents, siblings and other family
7 members of teenagers, teachers, [guidance] **school** counselors, superintendents and principals.

8 2. The department of health and senior services may use the following strategies for
9 raising public awareness of the risks associated with use of over-the-counter weight loss pills by
10 persons under the age of eighteen:

11 (1) An outreach campaign utilizing print, radio, and television public service
12 announcements, advertisements, posters, and other materials;

13 (2) Community forums; and

14 (3) Health information and risk-factor assessment at public events.

15 3. The department of elementary and secondary education, in conjunction with the
16 department of health and senior services, shall distribute information pursuant to this program.

17 4. The department may promulgate rules and regulations to implement the provisions
18 of this section. No rule or portion of a rule promulgated pursuant to the authority of this section
19 shall become effective unless it has been promulgated pursuant to chapter 536.

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

12 **2. There is hereby created the "Legislative Task Force on Dyslexia". The joint
13 committee on education shall provide technical and administrative support as required by
14 the task force to fulfill its duties; any such support involving monetary expenses shall first
15 be approved by the chairman of the joint committee on education. The task force shall
16 meet at least quarterly and may hold meetings by telephone or video conference. The task
17 force shall advise and make recommendations to the governor, joint committee on
18 education, and relevant state agencies regarding matters concerning individuals with
19 dyslexia, including education and other adult and adolescent services.**

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

- 21 (1) Two members of the senate appointed by the president pro tempore of the
22 senate, with one member appointed from the minority party and one member appointed
23 from the majority party;
- 24 (2) Two members of the house of representatives appointed by the speaker of the
25 house of representatives, with one member appointed from the minority party and one
26 member appointed from the majority party;
- 27 (3) The commissioner of education, or his or her designee;
- 28 (4) One representative from an institution of higher education located in this state
29 with specialized expertise in dyslexia and reading instruction;
- 30 (5) A representative from a state teachers association or the Missouri National
31 Education Association;
- 32 (6) A representative from the International Dyslexia Association of Missouri;
- 33 (7) A representative from Decoding Dyslexia of Missouri;
- 34 (8) A representative from the Missouri Association of Elementary School
35 Principals;
- 36 (9) A representative from the Missouri Council of Administrators of Special
37 Education;
- 38 (10) A professional licensed in the state of Missouri with experience diagnosing
39 dyslexia including, but not limited to, a licensed psychologist, school psychologist, or
40 neuropsychologist;
- 41 (11) A speech-language pathologist with training and experience in early literacy
42 development and effective research-based intervention techniques for dyslexia, including
43 an Orton-Gillingham remediation program recommended by the Missouri Speech-
44 Language Hearing Association;
- 45 (12) A certified academic language therapist recommended by the Academic
46 Language Therapists Association who is a resident of this state;
- 47 (13) A representative from an independent private provider or nonprofit
48 organization serving individuals with dyslexia;
- 49 (14) An assistive technology specialist with expertise in accessible print materials
50 and assistive technology used by individuals with dyslexia recommended by the Missouri
51 assistive technology council;
- 52 (15) One private citizen who has a child who has been diagnosed with dyslexia;
- 53 (16) One private citizen who has been diagnosed with dyslexia;
- 54 (17) A representative of the Missouri State Council of the International Reading
55 Association; and
- 56 (18) A pediatrician with knowledge of dyslexia.

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

64 **5. The task force shall make recommendations for a statewide system for**
65 **identification, intervention, and delivery of supports for students with dyslexia, including**
66 **the development of resource materials and professional development activities. These**
67 **recommendations shall be included in a report to the governor and joint committee on**
68 **education and shall include findings and proposed legislation and shall be made available**
69 **no longer than twelve months from the task force's first meeting.**

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

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

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

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

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

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

91 **(6) Study and evaluate current practices for diagnosing, treating, and educating**
92 **children in this state and examine how current laws and regulations affect students with**

93 **dyslexia in order to present recommendations to the governor and joint committee on**
94 **education.**

95 **7. The task force shall hire or contract for hire specialist services to support the**
96 **work of the task force as necessary with appropriations made by the joint committee on**
97 **education for that purpose or from other available funding.**

98 **8. The task force authorized under this section shall automatically sunset on August**
99 **31, 2018, unless reauthorized by an act of the general assembly.**

Section B. Section 161.1050 of this act shall become effective July 1, 2017.

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