

FIRST REGULAR SESSION

HOUSE BILL NO. 1360

101ST GENERAL ASSEMBLY

INTRODUCED BY REPRESENTATIVE BASYE.

2601H.011

DANA RADEMAN MILLER, Chief Clerk

AN ACT

To repeal section 167.225, RSMo, and to enact in lieu thereof one new section relating to blind students.

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

Section A. Section 167.225, RSMo, is repealed and one new section enacted in lieu thereof, to be known as section 167.225, to read as follows:

167.225. 1. As used in **subsections 1 to 4 of** this section, the following terms mean:

(1) "Braille", the system of reading and writing through touch;

(2) "Student", any student who has an impairment in vision that, even with correction, adversely affects a child's educational performance and who is determined eligible for special education services under the Individuals with Disabilities Education Act.

2. All students shall receive instruction in braille reading and writing as part of their individualized education plan unless the individual education program team determines, after an evaluation of a student's reading and writing skills, needs, and appropriate reading and writing media, including an evaluation of the student's future needs for instruction in braille or the use of braille, that instruction in braille or the use of braille is not appropriate. No student shall be denied instruction in braille reading and writing solely because the student has some remaining vision.

3. Instruction in braille reading and writing shall be sufficient to enable each student to communicate effectively and efficiently at a level commensurate with the student's sighted peers of comparable grade level and intellectual functioning. The student's individualized education plan shall specify:

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.

17 (1) How braille will be implemented as the primary mode for learning through
18 integration with normal classroom activities. If braille will not be provided to a child who is
19 blind, the reason for not incorporating it in the individualized education plan shall be
20 documented therein;

21 (2) The date on which braille instruction will commence;

22 (3) The level of competency in braille reading and writing to be achieved by the end of
23 the period covered by the individualized education plan; and

24 (4) The duration of each session.

25 4. As part of the certification process, teachers certified in the education of blind and
26 visually impaired children shall be required to demonstrate competence in reading and writing
27 braille. The department of elementary and secondary education shall adopt assessment
28 procedures to assess such competencies which are consistent with standards adopted by the
29 National Library Service for the Blind and Physically Handicapped, Library of Congress,
30 Washington, D. C.

31 **5. (1) Subsections 5 to 10 of this section shall be known and may be cited as the**
32 **"Blind Students' Rights to Independence, Training, and Education Act" or the "BRITE**
33 **Act".**

34 **(2) As used in subsections 5 to 10 of this section, the following terms mean:**

35 **(a) "Accessible assistive technology device", an assistive technology device, as**
36 **defined in 20 U.S.C. Section 1401(1)(A), as amended, that provides blind students the**
37 **benefits of an educational program in an equally effective and integrated manner as that**
38 **provided to nondisabled students;**

39 **(b) "Adequate instruction", the quality teaching of blind students, as it pertains to**
40 **general education and necessary blindness skills, in alignment with the U.S. Department**
41 **of Education's definition of free appropriate public education as defined in 20 U.S.C.**
42 **Section 1401, as amended;**

43 **(c) "Blind student", any child with an individualized education plan (IEP) and**
44 **identified as having the disability of "visual impairment (including blindness)" within the**
45 **definition of "child with a disability" in 20 U.S.C. Section 1401, as amended, or an**
46 **individual who is deaf-blind under the federal Individuals with Disabilities Education Act**
47 **(IDEA), as amended, or other federal law;**

48 **(d) "Braille", the system of reading and writing through touch;**

49 **(e) "Grade level instruction", instruction that aligns with state-designated content**
50 **standards and curricula for students of the same age or level of maturity, based on the**
51 **development of intellectual, emotional, physical, and behavioral capacity that is typical for**
52 **the student's age or age group;**

53 (f) "Local educational agency" or "LEA", the same meaning as such term is
54 defined in 20 U.S.C. Section 1401, as amended;

55 (g) "Nonvisual access", the ability of a blind student to use all functions of a device,
56 without using the student's vision, in an equally effective, equally integrated manner and
57 with equivalent ease of use as the student's sighted peers;

58 (h) "Nonvisual skills", skills that are taught in such a way that the student does not
59 need to use any vision;

60 (i) "State educational agency", the same meaning as such term is defined in 20
61 U.S.C. Section 1401, as amended;

62 (j) "Technology-mediated learning environments and methods", the settings in
63 which electronic and information technology including, but not limited to, the following
64 is used:

65 a. Computer-based applications and simulations;

66 b. Personal and mobile computing devices such as smartphones or tablets;

67 c. Web-based platforms;

68 d. Online or distance-learning programs;

69 e. Video games; and

70 f. Exhibits or installations that feature digital media, wearable technology, or other
71 tools that support participants' engagement with new knowledge, skills, or practices;

72 (k) "U.S. Access Board", the independent federal agency created in 1973 that
73 promotes equality for people with disabilities through leadership in accessible design and
74 the development of accessibility guidelines and standards.

75 6. (1) In conjunction with the U.S. Department of Education's Braille presumption
76 requirement in 20 U.S.C. Section 1414(d)(3)(B)(iii), as amended, instruction in Braille
77 reading and writing shall be sufficient to enable each blind student to communicate
78 effectively and efficiently at a level commensurate with the student's same age and with the
79 student's nondisabled peers of comparable intellectual ability. The blind student's
80 individualized education program shall specify:

81 (a) The results obtained from an evaluation of the blind student's reading and
82 writing skills, needs, and appropriate reading and writing media including, but not limited
83 to, an evaluation of the blind student's future needs for instruction in Braille or the use of
84 Braille;

85 (b) How Braille will be implemented as the primary mode for learning through
86 integration with other classroom activities;

87 (c) The date on which Braille instruction will commence;

88 (d) The length of the period of instruction and the frequency and duration of each
89 instructional session, which shall include at least as much instruction in literary and
90 mathematical Braille as is provided to nondisabled print learners; and

91 (e) The level of competency in Braille reading and writing to be achieved by the end
92 of the period, which shall be comparable to that of nondisabled print reading peers.

93 (2) In conjunction with accessible assistive technology requirements of the federal
94 Individuals with Disabilities Education Act in 20 U.S.C. 1412(a)(12)(B)(i), as amended, the
95 blind student shall receive grade-level instruction that will equip the blind student with the
96 appropriate technology-mediated learning environments and methods to perform on the
97 same level of proficiency expected of peers of comparable intellectual ability and grade
98 level. The blind student's individualized education program shall specify:

99 (a) The results obtained from an assessment of the blind student's skills, needs, and
100 appropriate accessible assistive technology including, but not limited to, an evaluation of
101 the future needs for nonvisual accessible assistive technology training or the use of
102 nonvisual accessible assistive technology;

103 (b) How nonvisual accessible assistive technology will be implemented as the
104 primary mode for learning through integration with other classroom activities;

105 (c) The date on which accessible assistive technology instruction will commence;

106 (d) The length of the period of instruction and the frequency and duration of each
107 instructional session;

108 (e) The level of mastery of the accessible assistive technology specified by the blind
109 student's assessment to be achieved by the end of the period;

110 (f) Acknowledgment that either:

111 a. The blind student may transport the accessible assistive technology to and from
112 school without the need for payment, family assumption of liability for loss or damage, or
113 any other cost to the blind student or the family; or

114 b. If the accessible assistive technology remains at school, the LEA will provide
115 duplicate accessible assistive technology in the blind student's home without requiring
116 payment, family assumption of liability for loss or damage, or any other cost to the blind
117 student or the family.

118 (3) (a) In conjunction with related services requirements of the federal Individuals
119 with Disabilities Education Act, orientation and mobility instruction shall be sufficient and
120 shall equip each blind student with the age-appropriate tools, techniques, and nonvisual
121 skills to navigate in and around the student's home, schools, communities, and other
122 environments as applicable, and as expected of peers of comparable intellectual ability and
123 grade level.

(b) An orientation and mobility evaluation shall be conducted by a person who is appropriately certified by the National Blindness Professional Certification Board (NBPCB) with a National Orientation and Mobility Certification (NOMC), or through the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) as a Certified Orientation and Mobility Specialist (COMS).

(c) The orientation and mobility evaluations described in paragraph (b) of this subdivision shall occur in familiar and unfamiliar environments and around the home, school, and community as determined age appropriate by the blind students IEP.

7. (1) As part of the state educational agency's certification and renewal process, educators hired to teach Braille shall hold a current and valid National Certification in Unified English Braille (NCUEB) or a comparable examination of the teacher's proficiency in Braille.

(2) As part of the state educational agency's certification and renewal process, educators hired to teach accessible assistive technology shall hold a valid and current National Certification in Access Technology for the Blind (NCATB), or take a comparable examination of the teacher's proficiency in and ability to teach accessible assistive technology.

(3) As part of the state educational agency's certification and renewal process, educators hired to teach orientation and mobility may be required to hold a valid and current National Orientation and Mobility Certification (NOMC), Certified Orientation and Mobility Specialist (COMS) certification, or another comparable nationally recognized certification.

8. (1) LEAs shall deliver services to Blind Students in a manner that at all times abides by requirements of the federal Individuals with Disabilities Education Act, Title II of the Americans with Disabilities Act, and the Rehabilitation Act of 1973, as amended, including during declared local, state, or national emergencies.

(2) LEAs shall not impose any preclusions or limitations of a student to receive instruction in orientation and mobility services in and around the home, school, or community setting.

(3) LEAs may require annual written parental consent to conduct effective instruction when such services are provided before or after regular school hours or when such services are provided away from the educational institution or the blind student's residence.

(4) If an LEA prohibits an orientation and mobility instructor from using the instructor's preferred mode of transportation to transport blind students to and from

159 outside environments, the LEA shall provide an equally effective transportation alternative
160 for that purpose without cost to the orientation and mobility instructor.

161 9. (1) If an LEA requires an eye report, the LEA shall bear all costs associated with
162 obtaining such report. LEAs shall not delay an evaluation for eligibility based on the
163 absence or delay of such report.

164 (2) All electronic and information technology developed, procured, maintained, or
165 used by LEAs shall be compliant with the U.S. Access Board's Section 508 standards
166 promulgated on January 18, 2017, and all subsequent revisions.

167 (3) LEAs shall anticipate the need for nonvisual accessibility and adopt policies and
168 procedures to reduce or eliminate common barriers experienced by blind students, parents,
169 educators, administrators, and other staff.

170 10. For all school years beginning on or after July 1, 2021, if any provision of
171 subsections 1 to 4 of this section conflicts with any provision of subsections 5 to 10 of this
172 section, the provision in subsections 5 to 10 of this section shall apply.

✓