

SECOND REGULAR SESSION  
[TRULY AGREED TO AND FINALLY PASSED]  
SENATE SUBSTITUTE FOR  
SENATE COMMITTEE SUBSTITUTE FOR  
HOUSE COMMITTEE SUBSTITUTE FOR  
**HOUSE BILL NO. 2379**  
**98TH GENERAL ASSEMBLY**

6119S.04T

2016

---

---

**AN ACT**

To amend chapters 167, 170, and 633, RSMo, by adding thereto four new sections relating to student safety.

---

---

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

Section A. Chapters 167, 170, and 633, RSMo, are amended by adding thereto four new sections, to be known as sections 167.950, 170.047, 170.048, and 633.420, to read as follows:

2           **167.950. 1. (1) By December 31, 2017, the department of elementary and**  
3 **secondary education shall develop guidelines for the appropriate screening of students for**  
4 **dyslexia and related disorders and the necessary classroom support for students with**  
5 **dyslexia and related disorders. Such guidelines shall be consistent with the findings and**  
6 **recommendations of the task force created under section 633.420.**

7           **(2) In the 2018-19 school year and subsequent years, each public school, including**  
8 **each charter school, shall conduct dyslexia screenings for students in the appropriate year**  
9 **consistent with the guidelines developed by the department of elementary and secondary**  
10 **education.**

11           **(3) In the 2018-19 school year and subsequent years, the school board of each**  
12 **district and the governing board of each charter school shall provide reasonable classroom**  
13 **support consistent with the guidelines developed by the department of elementary and**  
14 **secondary education.**

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.

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

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

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

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

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

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

42           **4. The state board of education shall promulgate rules and regulations for each**  
43 **public school to screen students for dyslexia and related disorders and to provide the**  
44 **necessary classroom support for students with dyslexia and related disorders. Any rule or**  
45 **portion of a rule, as that term is defined in section 536.010, that is created under the**  
46 **authority delegated in this section shall become effective only if it complies with and is**  
47 **subject to all of the provisions of chapter 536 and, if applicable, section 536.028. This**  
48 **section and chapter 536 are nonseverable, and if any of the powers vested with the general**  
49 **assembly pursuant to chapter 536 to review, to delay the effective date, or to disapprove**

50 and annul a rule are subsequently held unconstitutional, then the grant of rulemaking  
51 authority and any rule proposed or adopted after August 28, 2016, shall be invalid and  
52 void.

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

170.047. 1. Beginning in the 2017-2018 school year, any licensed educator may  
2 annually complete up to two hours of training or professional development in youth suicide  
3 awareness and prevention as part of the professional development hours required for state  
4 board of education certification.

5 2. The department of elementary and secondary education shall develop guidelines  
6 suitable for training or professional development in youth suicide awareness and  
7 prevention. The department shall develop materials that may be used for such training or  
8 professional development.

9 3. For purposes of this section, the term "licensed educator" shall refer to any  
10 teacher with a certificate of license to teach issued by the state board of education or any  
11 other educator or administrator required to maintain a professional license issued by the  
12 state board of education.

13 4. The department of elementary and secondary education may promulgate rules  
14 and regulations to implement this section.

15 5. Any rule or portion of a rule, as that term is defined in section 536.010 that is  
16 created under the authority delegated in this section shall become effective only if it  
17 complies with and is subject to all of the provisions of chapter 536, and, if applicable,  
18 section 536.028. This section and chapter 536 are nonseverable and if any of the powers  
19 vested with the general assembly pursuant to chapter 536, to review, to delay the effective  
20 date, or to disapprove and annul a rule are subsequently held unconstitutional, then the  
21 grant of rulemaking authority and any rule proposed or adopted after August 28, 2016,  
22 shall be invalid and void.

170.048. 1. By July 1, 2018, each district shall adopt a policy for youth suicide  
2 awareness and prevention, including plans for how the district will provide for the training  
3 and education of its district employees.

4 2. Each district's policy shall include, but not be limited to the following:

- 5 (1) Strategies that can help identify students who are at possible risk of suicide;
- 6 (2) Strategies and protocols for helping students at possible risk of suicide; and
- 7 (3) Protocols for responding to a suicide death.

8 3. By July 1, 2017, the department of elementary and secondary education shall  
9 develop a model policy that districts may adopt. When developing the model policy, the

10 department shall cooperate, consult with, and seek input from organizations that have  
11 expertise in youth suicide awareness and prevention. By July 1, 2021, and at least every  
12 three years thereafter, the department shall request information and seek feedback from  
13 districts on their experience with the policy for youth suicide awareness and prevention.  
14 The department shall review this information and may use it to adapt the department's  
15 model policy. The department shall post any information on its website that it has received  
16 from districts that it deems relevant. The department shall not post any confidential  
17 information or any information that personally identifies any student or school employee.

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. Nothing in this definition shall require a student with dyslexia to obtain an  
11 individualized education program (IEP) unless the student has otherwise met the federal  
12 conditions necessary.

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

21 3. The task force shall be comprised of twenty-one members consisting of the  
22 following:

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

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

- 29           **(3) The commissioner of education, or his or her designee;**  
30           **(4) One representative from an institution of higher education located in this state**  
31 **with specialized expertise in dyslexia and reading instruction;**  
32           **(5) A representative from a state teachers association or the Missouri National**  
33 **Education Association;**  
34           **(6) A representative from the International Dyslexia Association of Missouri;**  
35           **(7) A representative from Decoding Dyslexia of Missouri;**  
36           **(8) A representative from the Missouri Association of Elementary School**  
37 **Principals;**  
38           **(9) A representative from the Missouri Council of Administrators of Special**  
39 **Education;**  
40           **(10) A professional licensed in the state of Missouri with experience diagnosing**  
41 **dyslexia including, but not limited to, a licensed psychologist, school psychologist, or**  
42 **neuropsychologist;**  
43           **(11) A speech-language pathologist with training and experience in early literacy**  
44 **development and effective research-based intervention techniques for dyslexia, including**  
45 **an Orton-Gillingham remediation program recommended by the Missouri Speech-**  
46 **Language Hearing Association;**  
47           **(12) A certified academic language therapist recommended by the Academic**  
48 **Language Therapists Association who is a resident of this state;**  
49           **(13) A representative from an independent private provider or nonprofit**  
50 **organization serving individuals with dyslexia;**  
51           **(14) An assistive technology specialist with expertise in accessible print materials**  
52 **and assistive technology used by individuals with dyslexia recommended by the Missouri**  
53 **assistive technology council;**  
54           **(15) One private citizen who has a child who has been diagnosed with dyslexia;**  
55           **(16) One private citizen who has been diagnosed with dyslexia;**  
56           **(17) A representative of the Missouri State Council of the International Reading**  
57 **Association;**  
58           **(18) A pediatrician with knowledge of dyslexia; and**  
59           **(19) A member of the Missouri School Board Association.**  
60           **4. The members of the task force, other than the members from the general**  
61 **assembly and ex officio members, shall be appointed by the president pro tempore of the**  
62 **senate or the speaker of the house of representatives by September 1, 2016, by alternating**  
63 **appointments beginning with the president pro tempore of the senate. A chairperson shall**  
64 **be selected by the members of the task force. Any vacancy on the task force shall be filled**

65 in the same manner as the original appointment. Members shall serve on the task force  
66 without compensation.

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

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

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

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

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

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

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

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

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

101           **8. The task force authorized under this section shall expire on August 31, 2018,**  
102 **unless reauthorized by an act of the general assembly.**

✓