

House _____ Amendment NO. _____

Offered By _____

1 AMEND Senate Committee Substitute for Senate Bill No. 904, Page 1, In the Title, Lines 3-4, by
2 deleting the phrase "gifted education, with a delayed effective date for a certain section" and
3 inserting in lieu thereof the phrase "elementary and secondary education"; and
4

5 Further amend said bill, Pages 2-6, Section 163.031, Lines 1-113, by deleting all of said section and
6 lines and inserting in lieu thereof the following:
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8 "163.031. 1. The department of elementary and secondary education shall calculate and
9 distribute to each school district qualified to receive state aid under section 163.021 an amount
10 determined by multiplying the district's weighted average daily attendance by the state adequacy
11 target, multiplying this product by the dollar value modifier for the district, and subtracting from
12 this product the district's local effort and subtracting payments from the classroom trust fund under
13 section 163.043.

14 2. Other provisions of law to the contrary notwithstanding:

15 (1) For districts with an average daily attendance of more than three hundred fifty in the
16 school year preceding the payment year:

17 (a) For the 2008-09 school year, the state revenue per weighted average daily attendance
18 received by a district from the state aid calculation under subsections 1 and 4 of [this] section
19 163.031 as such section existed on July 1, 2008, as applicable, and the classroom trust fund under
20 section 163.043 shall not be less than the state revenue received by a district in the 2005-06 school
21 year from the foundation formula, line 14, gifted, remedial reading, exceptional pupil aid, fair share,
22 and free textbook payment amounts multiplied by the dollar value modifier, and dividing this
23 product by the weighted average daily attendance computed for the 2005-06 school year;

24 (b) For each year subsequent to the 2008-09 school year, the amount shall be no less than
25 that computed in paragraph (a) of this subdivision, multiplied by the weighted average daily
26 attendance pursuant to section 163.036, less any increase in revenue received from the classroom
27 trust fund under section 163.043;

28 (2) For districts with an average daily attendance of three hundred fifty or less in the school
29 year preceding the payment year:

30 (a) For the 2008-09 school year, the state revenue received by a district from the state aid
31 calculation under subsections 1 and 4 of [this] section 163.031 as such section existed on July 1,
32 2008, as applicable, and the classroom trust fund under section 163.043 shall not be less than the
33 greater of state revenue received by a district in the 2004-05 or 2005-06 school year from the
34 foundation formula, line 14, gifted, remedial reading, exceptional pupil aid, fair share, and free
35 textbook payment amounts multiplied by the dollar value modifier;

36 (b) For each year subsequent to the 2008-09 school year, the amount shall be no less than

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1 that computed in paragraph (a) of this subdivision;

2 (3) The department of elementary and secondary education shall make an addition in the
3 payment amount specified in subsection 1 of this section to assure compliance with the provisions
4 contained in this subsection.

5 3. School districts that meet the requirements of section 163.021 shall receive categorical
6 add-on revenue as provided in this subsection. The categorical add-on for the district shall be the
7 sum of: seventy-five percent of the district allowable transportation costs under section 163.161;
8 the career ladder entitlement for the district, as provided for in sections 168.500 to 168.515; the
9 vocational education entitlement for the district, as provided for in section 167.332; and the district
10 educational and screening program entitlements as provided for in sections 178.691 to 178.699.
11 The categorical add-on revenue amounts may be adjusted to accommodate available appropriations.

12 4. For any school district meeting the eligibility criteria for state aid as established in section
13 163.021, but which is considered an option district under section 163.042 and therefore receives no
14 state aid, the commissioner of education shall present a plan to the superintendent of the school
15 district for the waiver of rules and the duration of said waivers, in order to promote flexibility in the
16 operations of the district and to enhance and encourage efficiency in the delivery of instructional
17 services as provided in section 163.042.

18 5. (1) No less than seventy-five percent of the state revenue received under the provisions
19 of subsections 1 and 2 of this section shall be placed in the teachers' fund, and the remaining percent
20 of such moneys shall be placed in the incidental fund. No less than seventy-five percent of one-half
21 of the funds received from the school district trust fund distributed under section 163.087 shall be
22 placed in the teachers' fund. One hundred percent of revenue received under the provisions of
23 section 163.161 shall be placed in the incidental fund. One hundred percent of revenue received
24 under the provisions of sections 168.500 to 168.515 shall be placed in the teachers' fund.

25 (2) A school district shall spend for certificated compensation and tuition expenditures each
26 year:

27 (a) An amount equal to at least seventy-five percent of the state revenue received under the
28 provisions of subsections 1 and 2 of this section;

29 (b) An amount equal to at least seventy-five percent of one-half of the funds received from
30 the school district trust fund distributed under section 163.087 during the preceding school year; and

31 (c) Beginning in fiscal year 2008, as much as was spent per the second preceding year's
32 weighted average daily attendance for certificated compensation and tuition expenditures the
33 previous year from revenue produced by local and county tax sources in the teachers' fund, plus the
34 amount of the incidental fund to teachers' fund transfer calculated to be local and county tax sources
35 by dividing local and county tax sources in the incidental fund by total revenue in the incidental
36 fund.

37
38 In the event a district fails to comply with this provision, the amount by which the district fails to
39 spend funds as provided herein shall be deducted from the district's state revenue received under the
40 provisions of subsections 1 and 2 of this section for the following year, provided that the state board
41 of education may exempt a school district from this provision if the state board of education
42 determines that circumstances warrant such exemption.

43 6. (1) If a school district's annual audit discloses that students were inappropriately
44 identified as eligible for free and reduced price lunch, special education, or limited English
45 proficiency and the district does not resolve the audit finding, the department of elementary and
46 secondary education shall require that the amount of aid paid pursuant to the weighting for free and
47 reduced price lunch, special education, or limited English proficiency in the weighted average daily
48 attendance on the inappropriately identified pupils be repaid by the district in the next school year

1 and shall additionally impose a penalty of one hundred percent of such aid paid on such pupils,
2 which penalty shall also be paid within the next school year. Such amounts may be repaid by the
3 district through the withholding of the amount of state aid.

4 (2) In the 2017-18 school year and in each subsequent school year, if a district experiences a
5 decrease in its gifted program enrollment of twenty percent or more from the previous school year,
6 an amount equal to the product of the difference between the number of students enrolled in the
7 gifted program in the current school year and the number of students enrolled in the gifted program
8 in the previous school year multiplied by six hundred eighty dollars shall be subtracted from the
9 district's current year payment amount. The provisions of this subdivision shall apply to districts
10 entitled to receive state aid payments under both subsections 1 and 2 of this section but shall not
11 apply to any school district with an average daily attendance of three hundred fifty or less.

12 7. Notwithstanding any provision of law to the contrary, in any fiscal year during which the
13 total formula appropriation is insufficient to fully fund the entitlement calculation of this section,
14 the department of elementary and secondary education shall adjust the state adequacy target in order
15 to accommodate the appropriation level for the given fiscal year. In no manner shall any payment
16 modification be rendered for any district qualified to receive payments under subsection 2 of this
17 section based on insufficient appropriations."; and

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19 Further amend said bill, Page 6, Section 170.047, Line 1, by deleting the numbers "2017-2018" and
20 inserting in lieu thereof the numbers "2017-18"; and

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22 Further amend said bill, page, and section, Line 19, by inserting immediately after the number
23 "536.010" a comma ","; and

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25 Further amend said bill, page, and section, Line 21, by deleting the number "536," and inserting in
26 lieu thereof the number "536"; and

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28 Further amend said bill, page, and section, Line 22, by inserting immediately after the word
29 "nonseverable" a comma ","; and

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31 Further amend said bill, page, and section, Line 23, by deleting the number "536," and inserting in
32 lieu thereof the number "536"; and

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34 Further amend said bill, Page 7, Section 170.048, Line 5, by inserting immediately after the word
35 "to" a comma ","; and

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37 Further amend said bill, page, and section, Line 20, by deleting the word "adapt" and inserting in
38 lieu thereof the word "adjust"; and

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40 Further amend said bill, Pages 7-10, Section 633.420, Lines 1-110, by deleting all of said section
41 and lines and inserting in lieu thereof the following:

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43 "633.420. 1. For the purposes of this section, the term "dyslexia" means a disorder that is
44 neurological in origin, characterized by difficulties with accurate and fluent word recognition, and
45 poor spelling and decoding abilities that typically result from a deficit in the phonological
46 component of language, often unexpected in relation to other cognitive abilities and the provision of
47 effective classroom instruction, and of which secondary consequences may include problems in
48 reading comprehension and reduced reading experience that can impede growth of vocabulary and

1 background knowledge. Nothing in this section shall prohibit a district from assessing students for
 2 dyslexia and offering students specialized reading instruction if a determination is made that a
 3 student suffers from dyslexia. Unless required by federal law, nothing in this definition shall require
 4 a student with dyslexia to be automatically determined eligible as a student with a disability.

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

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

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

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

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

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

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

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

25 (7) A representative from Decoding Dyslexia of Missouri;

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

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

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

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

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

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

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

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

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

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

45 (18) A pediatrician with knowledge of dyslexia.

46 4. The members of the task force, other than the members from the general assembly and ex
 47 officio members, shall be appointed by the president pro tempore of the senate or the speaker of the
 48 house of representatives by September 1, 2016, by alternating appointments beginning with the

1 president pro tempore of the senate. A chairperson shall be selected by the members of the task
2 force. Any vacancy on the task force shall be filled in the same manner as the original appointment.
3 Members shall serve on the task force without compensation.

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

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

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

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

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

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

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

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

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

34 8. The task force authorized under this section shall expire on August 31, 2018."; and
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36 Further amend said bill, Page 10, Section B, Lines 1 and 2, by deleting all of said section and lines;
37 and

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