

State of Arizona  
Senate  
Fifty-fourth Legislature  
First Regular Session  
2019

**CHAPTER 198**  
**SENATE BILL 1318**

AN ACT

AMENDING SECTIONS 15-211, 15-219, 15-501.01 AND 15-704, ARIZONA REVISED STATUTES; RELATING TO THE DEPARTMENT OF EDUCATION.

(TEXT OF BILL BEGINS ON NEXT PAGE)

1 Be it enacted by the Legislature of the State of Arizona:  
2 Section 1. Section 15-211, Arizona Revised Statutes, is amended to  
3 read:

4 15-211. K-3 reading program: dyslexia specialist; dyslexia  
5 training; receipt and use of monies; additional  
6 funding; report; program termination

7 A. The department of education shall administer a K-3 reading  
8 program to improve the reading proficiency of pupils in kindergarten  
9 programs and grades one, two and three in the public schools of this  
10 state.

11 B. THE DEPARTMENT OF EDUCATION SHALL DESIGNATE A DYSLEXIA  
12 SPECIALIST FOR THE DEPARTMENT TO PROVIDE SCHOOL DISTRICTS AND CHARTER  
13 SCHOOLS WITH SUPPORT AND RESOURCES THAT ARE NECESSARY TO ASSIST STUDENTS  
14 WITH DYSLEXIA.

15 C. ON OR BEFORE JULY 1, 2021, EACH SCHOOL DISTRICT AND CHARTER  
16 SCHOOL SHALL ENSURE THAT AT LEAST ONE KINDERGARTEN THROUGH THIRD GRADE  
17 TEACHER IN EACH SCHOOL HAS RECEIVED TRAINING RELATED TO DYSLEXIA THAT  
18 COMPLIES WITH THE REQUIREMENTS PRESCRIBED IN SECTION 15-219.

19 ~~B.~~ D. Each school district and charter school shall submit to the  
20 department of education a plan for improving the reading proficiency of  
21 ~~its~~ THE SCHOOL DISTRICT'S OR THE CHARTER SCHOOL'S pupils in kindergarten  
22 programs and grades one, two and three. The plan shall include baseline  
23 data on the reading proficiency of ~~its~~ THE SCHOOL DISTRICT'S OR THE  
24 CHARTER SCHOOL'S pupils in kindergarten programs and grades one, two and  
25 three and a budget for spending monies from both the K-3 support level  
26 weight and the K-3 reading support level weight established in section  
27 15-943. Each school district and charter school shall annually submit to  
28 the department of education on or before October 1 an updated K-3 reading  
29 program plan that includes data on program expenditures and results,  
30 except that ~~beginning in fiscal year 2016-2017~~, a school district or  
31 charter school that is assigned a letter grade of A or B pursuant to  
32 section 15-241 shall submit this plan only in odd-numbered years.

33 ~~C.~~ E. School districts and charter schools shall use monies  
34 generated by the K-3 reading support level weight established in section  
35 15-943 only on instructional purposes based on the plan submitted pursuant  
36 to subsection ~~B~~ D of this section intended to improve reading proficiency  
37 for pupils in kindergarten programs and grades one, two and three with  
38 particular emphasis on pupils in kindergarten programs and grades one and  
39 two.

40 ~~D.~~ F. Each school district and charter school that is assigned a  
41 letter grade of C, D or F pursuant to section 15-241 or that has more than  
42 ten percent of its pupils in grade three who do not demonstrate sufficient  
43 reading skills as established by the state board of education according to  
44 the reading portion of the statewide assessment shall receive monies  
45 generated by the K-3 reading support level weight established in section

1 15-943 only after the K-3 reading program plan of the school district or  
2 charter school has been submitted, reviewed and recommended for approval  
3 by the department of education and approved by the state board ~~of~~  
4 ~~education~~. The state board ~~of education~~ must give approval to a school  
5 district or charter school before any portion of the monies generated by  
6 the K-3 reading support level weight may be distributed to the school  
7 district or charter school pursuant to this subsection.

8 ~~F.~~ G. Pupils in a charter school that is in its first year of  
9 operation and that is sponsored by the state board of education, the state  
10 board for charter schools, a university under the jurisdiction of the  
11 Arizona board of regents, a community college district or a group of  
12 community college districts are eligible for the K-3 reading support level  
13 weight.

14 ~~F.~~ H. The department of education shall solicit gifts, grants and  
15 donations from any lawful public or private source in order to provide  
16 additional funding for the K-3 reading program.

17 ~~G.~~ I. The state board of education may establish rules and  
18 policies for the K-3 reading program, including:

19 1. The proper use of monies in accordance with subsection ~~C~~ E of  
20 this section.

21 2. The distribution of monies by the department of education in  
22 accordance with subsection ~~B~~ D of this section.

23 3. The compliance of reading proficiency plans submitted pursuant  
24 to subsection ~~B~~ D of this section with section 15-704.

25 ~~H.~~ J. Pursuant to subsection ~~G~~ I of this section, the department  
26 of education shall develop program implementation guidance for school  
27 districts and charter schools to assist schools in administering an  
28 effective K-3 evidence-based reading program plan. This guidance shall  
29 include identifying and recommending appropriate program expenditures,  
30 providing technical oversight and assistance for annually updating reading  
31 program plans, selecting and adopting evidence-based reading curricula and  
32 providing and promoting teacher professional development that is based on  
33 evidence-based reading research. The department shall prioritize supports  
34 and interventions, including enrollment in reading trainings and  
35 professional development, for school districts and charter schools that  
36 have the highest percentage of pupils who do not demonstrate sufficient  
37 reading skills as established by the state board of education. The  
38 department shall deposit any monies received for offering reading  
39 trainings or professional development, including coaching, in the  
40 department of education professional development revolving fund  
41 established by section 15-237.01.

42 ~~I.~~ K. On or before December 15, the department of education shall  
43 submit an annual report on the K-3 reading program to the governor, the  
44 president of the senate and the speaker of the house of representatives  
45 and shall provide a copy of this annual report to the secretary of state,

1 the state board of education and the chairpersons of the education  
2 committees of the senate and the house of representatives. The report  
3 shall contain all of the following:

4 1. Information on the improvement of K-3 reading in this state,  
5 including achievement data statewide and achievement data at the school  
6 district and charter school level. The information pursuant to this  
7 paragraph shall include data and information on continued proficiency on  
8 the statewide assessment in subsequent grades.

9 2. A description of the activities of the department to support  
10 school districts and charter schools in improving K-3 reading.

11 3. Specific findings on methods by which the department may  
12 continue to improve support and assistance for school districts and  
13 charter schools in the administration of K-3 reading program plans.

14 4. Information and data on K-3 reading program plans throughout  
15 this state and the expenditure of K-3 reading monies by school districts  
16 and charter schools.

17 5. Data reported pursuant to section 15-701, subsection A,  
18 paragraph 2, subdivision (d).

19 ~~L.~~ The program established by this section ends on July 1, 2022  
20 pursuant to section 41-3102.

21 Sec. 2. Section 15-219, Arizona Revised Statutes, is amended to  
22 read:

23 15-219. Dyslexia and reading impairment screening,  
24 intervention, accommodation and technology;  
25 continuing education; rules; training

26 A. The state board of education shall adopt rules to allow  
27 certificated teachers and administrators to count training regarding  
28 screening, intervention, accommodation, use of technology and advocacy for  
29 students with reading impairments, including dyslexia, as continuing  
30 education credits.

31 B. THE DEPARTMENT OF EDUCATION SHALL ANNUALLY DEVELOP A LIST OF  
32 TRAINING OPPORTUNITIES RELATED TO DYSLEXIA THAT SATISFY THE REQUIREMENTS  
33 PRESCRIBED IN SUBSECTION C OF THIS SECTION.

34 C. THE TRAINING OPPORTUNITIES RELATED TO DYSLEXIA DEVELOPED  
35 PURSUANT TO THIS SECTION MUST MEET PROFESSIONAL DEVELOPMENT REQUIREMENTS  
36 AND ALL OF THE FOLLOWING REQUIREMENTS:

37 1. INCLUDE AT LEAST ONE TRAINING OPPORTUNITY THAT IS PROVIDED  
38 ENTIRELY ONLINE.

39 2. INCLUDE THE KNOWLEDGE AND PRACTICE STANDARDS OF AN INTERNATIONAL  
40 ORGANIZATION ON DYSLEXIA THAT IS DESIGNATED BY THE DEPARTMENT OF  
41 EDUCATION.

42 3. ENABLE TEACHERS TO UNDERSTAND AND RECOGNIZE DYSLEXIA.

43 4. ENABLE TEACHERS TO IMPLEMENT STRUCTURED LITERACY INSTRUCTION  
44 THAT IS SYSTEMATIC, EXPLICIT, MULTISENSORY AND EVIDENCE-BASED TO MEET THE  
45 EDUCATIONAL NEEDS OF STUDENTS WITH DYSLEXIA.

1        Sec. 3. Section 15-501.01, Arizona Revised Statutes, is amended to  
2 read:

3        **15-501.01. Requirements for teachers; teaching certificates;**  
4        **rules; reciprocity; placement**

5        A. Notwithstanding any other law, all teachers who are certificated  
6 pursuant to this section must have a baccalaureate degree and a valid  
7 fingerprint clearance card.

8        B. The state board of education shall adopt rules for the issuance  
9 of the following types of certificates for teachers to reflect the source  
10 of the training the teacher obtains:

11        1. Standard teaching certificate.

12        2. Alternative teaching certificate for persons who obtain training  
13 pursuant to subsection C, paragraph 1 of this section.

14        3. Subject-matter expert standard teaching certificate for persons  
15 who obtain training pursuant to subsection C, paragraph 5 of this section.

16        4. Classroom-based standard teaching certificate for persons who  
17 obtain training from a school district or charter school.

18        5. Career and technical education teaching certificate.

19        C. The state board of education shall adopt rules to carry out the  
20 purposes of this section. The rules:

21        1. Shall provide for a variety of alternative teacher and  
22 administrator preparation programs that allow for variations in program  
23 sequence and design to apply for program approval. The state board shall  
24 adopt rules pursuant to this paragraph designed to allow for a variety of  
25 formats and shall not require a prescribed answer or design from the  
26 program provider in order to obtain approval from the state board. Any  
27 rules adopted by the state board pursuant to this paragraph shall be  
28 substantially different from the rules adopted for the approval of  
29 traditional preparation programs and may not unnecessarily restrict a  
30 variety of alternative preparation programs from operating and providing  
31 instruction in this state. The state board shall evaluate each program  
32 provider based on the program's ability to prepare teachers and  
33 administrators and to recruit teachers and administrators with a variety  
34 of experiences and talents. The state board shall allow universities  
35 under the jurisdiction of the Arizona board of regents, community colleges  
36 in this state, private postsecondary institutions licensed by this state,  
37 school districts, charter schools, professional organizations, nonprofit  
38 organizations and private entities to apply for program approval and shall  
39 create application procedures and certification criteria that are  
40 substantially less restrictive than those for traditional preparation  
41 programs. At the completion of an alternative preparation program,  
42 graduates shall:

43        (a) Hold a bachelor's degree from an accredited postsecondary  
44 education institution.

(b) If applicable, demonstrate professional knowledge and subject knowledge proficiency pursuant to section 15-533.

(c) Obtain a valid fingerprint clearance card pursuant to section 15-534.

(d) If applicable, complete training in structured English immersion as prescribed by the state board pursuant to section 15-756.09.

(e) If applicable, complete training in research-based systematic phonics instruction as prescribed in paragraph 2 of this subsection.

(f) Demonstrate the required proficiency in the Constitutions of the United States and Arizona as prescribed in section 15-532.

2. Shall require applicants for all certificates for common school instruction to complete, from a public or private provider, at least

forty-five classroom hours or three college-level credit hours, or the equivalent, in both research-based:

(b) Reading instruction including

(b) Reading instruction, including training on assessments, instructional practices and interventions to improve student reading proficiency. BEGINNING JULY 1, 2021, INSTRUCTION PROVIDED PURSUANT TO THIS SUBDIVISION MUST MEET THE REQUIREMENTS FOR DYSLEXIA TRAINING PRESCRIBED IN SECTION 15-219.

3. Shall not require a teacher to obtain a master's degree or to take any additional graduate courses as a condition of certification or recertification.

4. Shall allow but shall not require the superintendent of a school district to obtain certification from the state board of education.

5. Shall provide for the issuance of a subject-matter expert standard teaching certificate to persons who have expertise in a content area or subject matter. Persons who are certified pursuant to this paragraph shall complete training, if applicable, in structured English immersion as prescribed by the state board pursuant to section 15-756.09. Persons who are certified pursuant to this paragraph are exempt from the subject knowledge proficiency requirements prescribed in section 15-533 and from the proficiency requirements prescribed in section 15-532 on the Constitutions of the United States and Arizona. Persons who are subject to subdivision (a) of this paragraph are also exempt from the professional knowledge proficiency requirements pursuant to section 15-533. A person who obtains a subject-matter expert standard teaching certificate pursuant to this paragraph may provide instruction in the person's field of expertise in grades six through twelve at any public school in this state. Issuance of the subject-matter expert standard teaching certificate may not be conditioned on the person's employment with a local education agency. A person who meets the requirements of this paragraph shall be issued a subject-matter expert standard teaching certificate without having to demonstrate professional knowledge proficiency pursuant to section 15-533, except that the person shall have at least two years to

1 demonstrate professional knowledge proficiency pursuant to section 15-533.  
2 School districts shall evaluate and provide support pursuant to section  
3 15-537 to teachers who are certified pursuant to this paragraph. If a  
4 person fails to meet the professional knowledge requirements of this  
5 section within two years, the department of education or state board of  
6 education may temporarily suspend the subject-matter expert standard  
7 teaching certificate. A certificate that is temporarily suspended  
8 pursuant to this paragraph is not considered a disciplinary action, and a  
9 person shall be allowed to correct the deficiency within the remaining  
10 time of the subject-matter expert standard teaching certification. This  
11 paragraph does not require a person who has obtained another type of  
12 teaching certificate from the state board to obtain a subject-matter  
13 expert standard teaching certificate pursuant to this paragraph in order  
14 to provide instruction in grades six through twelve. A person is eligible  
15 for a subject-matter expert standard teaching certificate pursuant to this  
16 paragraph if the person has a baccalaureate degree and meets any of the  
17 following requirements:

18 (a) Has taught courses relevant to a content area or subject matter  
19 for the last two consecutive years and for a total of at least three years  
20 at one or more regionally or nationally accredited public or private  
21 postsecondary institutions. A person demonstrates compliance with this  
22 requirement by providing the state board with written proof of employment  
23 for specific durations from one or more qualifying postsecondary  
24 institutions.

25 (b) Has either a baccalaureate degree, a master's degree or a  
26 doctoral degree in a specific subject area that is relevant to a content  
27 area or subject matter taught in public schools.

28 (c) Demonstrates expertise through relevant work experience of at  
29 least five years in a field that is relevant to a content area or subject  
30 matter taught in public schools. A person demonstrates compliance with  
31 this requirement by providing the state board with written proof of  
32 employment.

33 6. Notwithstanding section 15-533, shall exempt persons applying  
34 for a secondary education certificate from the subject knowledge portion  
35 of the proficiency examination if the state board determines that the  
36 person has work experience in science, technology, engineering or  
37 mathematics and can demonstrate adequate knowledge of a particular subject  
38 through a postsecondary education degree or twenty-four credit hours of  
39 relevant coursework.

40 7. Shall allow for a certificate issued to a person pursuant to  
41 subsection B, paragraph 1, 3, 4 or 5 of this section or section 15-203 or  
42 15-782.01, as applicable, to be both issued and renewed for at least  
43 twelve years and may not require more than fifteen hours of continuing  
44 education credits each year in order to renew that certificate pursuant to  
45 this paragraph.

1       8. Shall allow for a certificate issued to a person pursuant to  
2 subsection B of this section or section 15-132, 15-203 or 15-782.01, as  
3 applicable, and any endorsement or approved area related to that  
4 certificate, to be renewed at least two years but not more than ten years  
5 after that certificate expires without any other requirements adopted by  
6 the state board of education or the department of education if the person  
7 is in good standing, has at least ten years of verified full-time  
8 experience in this state in the area in which the person is seeking  
9 renewed certification and possesses a valid fingerprint clearance card  
10 issued pursuant to section 15-534. A certificate renewed pursuant to this  
11 paragraph shall be identical to the expired certificate.

12      D. The rules for certification reciprocity shall include a  
13 requirement that the applicant possess a comparable valid certification  
14 from another state and be in good standing with that other state. An  
15 applicant who possesses a valid certification from another state and a  
16 fingerprint clearance card pursuant to section 15-534 and who is in good  
17 standing with that other state shall be issued a comparable standard  
18 certificate or a comparable certificate issued pursuant to section 15-132,  
19 15-203 or 15-782.01, as applicable, without any other requirements from  
20 the state board of education or the department of education. A person who  
21 is issued a certificate pursuant to this subsection is not required to  
22 meet any requirement prescribed in section 15-533.

23      E. Placement decisions of teaching intern certificate holders  
24 issued pursuant to subsection C, paragraph 1 of this section and section  
25 15-552 shall be based on agreements between the teacher preparation  
26 provider, the provider's partner organizations and the local education  
27 agency. The practices of the department of education and the rules and  
28 policies of the state board of education may not restrict placement of  
29 teaching intern certification holders based on local education agency  
30 instructional models and may only consider the academic quality of the  
31 school, the effectiveness of the teaching intern certification holder's  
32 on-site mentor and the opportunity for a wide variety of schools and  
33 school models to access teaching intern certification holders.

34      F. Notwithstanding subsection A of this section, the following  
35 persons are not required to have a baccalaureate degree:

36       1. A teacher who is otherwise exempt by law from obtaining a  
37 baccalaureate degree and who provides instruction in STEM or career and  
38 technical education pursuant to section 15-782.01.

39       2. A person who obtains any of the following:

- 40           (a) A Native American language certificate.
- 41           (b) A student teaching intern certificate.
- 42           (c) A junior reserve officer training corps certificate.

- (d) An athletic coaching certificate.
- (e) An emergency substitute certificate.

Sec. 4. Section 15-704, Arizona Revised Statutes, is amended to

read:

15-704. Reading proficiency; dyslexia screening plan; definitions

A. Each school district or charter school that provides instruction in kindergarten programs and grades one through three shall select and administer screening, ongoing diagnostic and ~~classroom-based~~ CLASSROOM-BASED instructional reading assessments, including a motivational assessment, as defined by the state board of education, to monitor student progress. Each school shall use the diagnostic information to plan evidence-based appropriate and effective instruction and intervention.

B. ON OR BEFORE JULY 1, 2020, THE DEPARTMENT OF EDUCATION SHALL DEVELOP A DYSLEXIA SCREENING PLAN THAT MEETS ALL OF THE FOLLOWING REQUIREMENTS:

1. ENSURES THAT WITHIN FORTY-FIVE CALENDAR DAYS AFTER THE BEGINNING OF EACH SCHOOL YEAR OR WITHIN FORTY-FIVE CALENDAR DAYS AFTER A STUDENT ENROLLMENT OCCURS AFTER THE FIRST DAY OF SCHOOL, EVERY STUDENT WHO IS ENROLLED IN A KINDERGARTEN PROGRAM OR GRADE ONE IN A PUBLIC SCHOOL IN THIS STATE IS SCREENED FOR INDICATORS OF DYSLEXIA.

2. PROVIDES GUIDANCE FOR NOTIFICATIONS SENT BY PUBLIC SCHOOLS TO PARENTS OF STUDENTS WHO ARE IDENTIFIED AS HAVING INDICATORS OF DYSLEXIA BASED ON A SCREENING FOR INDICATORS.

3. IS DEVELOPED COLLABORATIVELY WITH THE DYSLEXIA SPECIALIST FOR THE DEPARTMENT DESIGNATED PURSUANT TO SECTION 15-211, AND OTHER EXPERTS ON DYSLEXIA, INCLUDING REPRESENTATIVES IN THIS STATE OF AN INTERNATIONAL ORGANIZATION ON DYSLEXIA.

4. ENSURES THAT SCREENING FOR INDICATORS OF DYSLEXIA INCLUDES THE FOLLOWING:

- (a) PHONOLOGICAL AND PHONEMIC AWARENESS.
- (b) RAPID NAMING SKILLS.
- (c) CORRESPONDENCE BETWEEN SOUNDS AND LETTERS.
- (d) NONSENSE WORD REPETITION.
- (e) SOUND SYMBOL RECOGNITION.

C. THE SCREENING FOR INDICATORS OF DYSLEXIA MAY BE INTEGRATED WITH READING PROFICIENCY SCREENINGS AS PRESCRIBED IN THIS SECTION.

**D.** Each school district or charter school that provides instruction for pupils in kindergarten programs and grades one through three shall conduct a curriculum evaluation and adopt an evidence-based reading curriculum that includes the essential components of reading instruction. All school districts and charter schools that offer instruction in kindergarten programs and grades one through three shall provide ongoing teacher training based on evidence-based reading research.

1        ~~E.~~ E. Each school district or charter school that provides  
2 instruction in kindergarten programs and grades one through three shall  
3 devote reasonable amounts of time to explicit evidence-based instruction  
4 and independent reading in grades one through three.

5        ~~D.~~ F. A pupil in grade three who does not demonstrate proficiency  
6 on the reading standards measured by the statewide assessment administered  
7 pursuant to section 15-741 shall be provided core reading instruction and  
8 intensive, evidence-based reading instruction as defined by the state  
9 board of education until the pupil meets these standards.

10       ~~E.~~ G. The governing board of each school district and the  
11 governing body of each charter school shall determine the percentage of  
12 pupils at each school in grade three who do not demonstrate proficiency on  
13 the reading standards prescribed by the state board of education and  
14 measured by the statewide assessment administered pursuant to section  
15 15-741. If more than twenty percent of students in grade three at either  
16 the individual school level or at the school district level do not  
17 demonstrate proficiency on the standards, the governing board or governing  
18 body shall conduct a review of its reading program that includes  
19 curriculum and professional development in light of current,  
20 evidence-based reading research.

21       ~~F.~~ H. Based on the review required in subsection ~~E~~ G of this  
22 section, the governing board or governing body and the school principal of  
23 each school that does not demonstrate proficiency on the reading  
24 standards, in conjunction with school council members, if applicable,  
25 shall develop methods of best practices for teaching reading based on  
26 essential components of reading instruction and supported by  
27 evidence-based reading research. These methods shall be adopted at a  
28 public meeting and shall be implemented the following academic year.

29       ~~G.~~ I. Subsections ~~E~~ G and ~~F~~ H of this section shall be  
30 coordinated with efforts to develop and implement an improvement plan if  
31 required pursuant to section 15-241.02.

32       ~~H.~~ J. For the purposes of this section:

- 33       1. "Essential components of reading instruction" means explicit and  
34 systematic instruction in the following:
  - 35       (a) Phonological awareness, including phonemic awareness.
  - 36       (b) Phonics encoding and decoding.
  - 37       (c) Vocabulary development.
  - 38       (d) Reading fluency as demonstrated by automatic reading of text.
  - 39       (e) Reading comprehension of written text.
  - 40       (f) Written and oral expression, including spelling and  
41 handwriting.

1       2. "Evidence-based reading research" means research that  
2 demonstrates either:

3           (a) A statistically significant effect on improving student  
4 outcomes or other relevant outcomes based on either:

5              (i) Strong evidence from at least one well-designed and  
6 well-implemented experimental study.

7              (ii) Moderate evidence from at least one well-designed and  
8 well-implemented quasi-experimental study.

9              (iii) Promising evidence from at least one well-designed and  
10 well-implemented correlational study with statistical controls for  
11 selection bias.

12           (b) A rationale based on high-quality research findings or positive  
13 evaluation that an activity, strategy or intervention is likely to improve  
14 student outcomes or other relevant outcomes and that includes ongoing  
15 efforts to examine the effects of these activities, strategies or  
16 interventions.

17       3. "Reading" means a complex system of deriving meaning from  
18 written text that requires all of the following:

19           (a) The skills and knowledge to understand how phonemes or speech  
20 sounds are connected to written text.

21           (b) The ability to decode unfamiliar words.

22           (c) The ability to read fluently.

23           (d) Sufficient background information and vocabulary to foster  
24 reading comprehension.

25           (e) The development of appropriate active strategies to construct  
26 meaning from written text.

27           (f) The development and maintenance of a motivation to read.

28       Sec. 5. Study committee on dyslexia screening, intervention  
29                    and funding for pupils identified as having  
30                    indicators of dyslexia; membership; duties; report;  
31                    delayed repeal

32       A. The study committee on dyslexia screening, intervention and  
33 funding for pupils identified as having indicators of dyslexia is  
34 established consisting of:

35           1. Three members of the senate who are appointed by the president  
36 of the senate, two of whom are members of the majority party and one of  
37 whom is a member of the minority party.

38           2. Three members of the house of representatives who are appointed  
39 by the speaker of the house of representatives, two of whom are members of  
40 the majority party and one of whom is a member of the minority party.

41           3. A resident of this state who is a member of an international  
42 organization on dyslexia and who is appointed by the president of the  
43 senate.

1       4. A speech-language pathologist with training and experience in  
2 early literacy development, including structured literacy instruction that  
3 is systematic, explicit, multisensory and evidence based, who is appointed  
4 by the speaker of the house of representatives.

5       5. A parent of a pupil who has been diagnosed with dyslexia and who  
6 is enrolled in a public school in this state, who is appointed by the  
7 president of the senate.

8       6. An employee of the department of education who is appointed by  
9 the superintendent of public instruction.

10      7. The superintendent of a school district in this state, or the  
11 superintendent's designee, who is appointed by the superintendent of  
12 public instruction.

13      8. A charter school representative who is appointed by the speaker  
14 of the house of representatives.

15      9. A reading specialist who is appointed by the superintendent of  
16 public instruction.

17      B. The president of the senate shall designate one of the members  
18 appointed pursuant to subsection A of this section as the chairperson of  
19 the study committee.

20      C. The study committee shall meet as often as the members deem  
21 necessary.

22      D. The study committee shall:

23       1. Examine and make recommendations to the department of education  
24 regarding dyslexia screening, intervention and delivery of supports for  
25 pupils identified as having indicators of dyslexia, including developing  
26 resource materials, professional development activities and funding for  
27 pupils identified as having indicators of dyslexia.

28       2. Develop recommendations and resource materials that meet all of  
29 the following:

30       (a) Identify valid and reliable screening and evaluation  
31 assessments and protocols that can be used and the appropriate personnel  
32 to administer such screening in order to identify pupils with indicators  
33 of dyslexia as part of an ongoing reading progress monitoring system, a  
34 multitiered system of supports and special education eligibility  
35 determinations in schools.

36       (b) Recommend structured literacy instruction that is systematic,  
37 explicit, multisensory and evidence-based to meet the needs of pupils  
38 identified as having indicators of dyslexia for use in all public schools  
39 in this state.

40       (c) Recommend intervention systems, including effective dyslexia  
41 intervention programs, to address dyslexia or characteristics of dyslexia  
42 for use by schools in multitiered systems of support and for services as  
43 appropriate for pupils who are eligible for special education.

1                   (d) Develop and implement preservice and in-service professional  
2 development activities to address dyslexia identification and  
3 intervention, including using accessible print materials and assistive  
4 technology, within degree programs such as education, reading, special  
5 education, speech-language pathology and psychology.

6                   3. Review teacher certification and professional development  
7 requirements as they relate to the needs of pupils with dyslexia.

8                   4. Examine the barriers to accurate information on the prevalence  
9 of pupils with dyslexia across the state and recommend a process for  
10 accurate reporting of demographic data.

11                   5. Study and evaluate current practices for diagnosing, treating  
12 and educating pupils with dyslexia in this state.

13                   6. Examine how current laws and regulations affect pupils with  
14 dyslexia.

15                   E. The senate shall provide staff assistance to the study committee  
16 as directed by the president of the senate.

17                   F. On or before December 1, 2019, the study committee shall submit  
18 a report of its findings and recommendations to the president of the  
19 senate and the speaker of the house of representatives and shall provide a  
20 copy of this report to the secretary of state.

21                   G. This section is repealed from and after January 15, 2020.

22                   Sec. 6. Emergency

23                   This act is an emergency measure that is necessary to preserve the  
24 public peace, health or safety and is operative immediately as provided by  
25 law.

APPROVED BY THE GOVERNOR MAY 8, 2019.

FILED IN THE OFFICE OF THE SECRETARY OF STATE MAY 8, 2019.