

By: Representative Byrd

To: Education

HOUSE BILL NO. 1402

1 AN ACT TO CREATE "THE MISSISSIPPI EDUCATOR DYSLEXIA AWARENESS
2 ACT OF 2018"; TO AMEND SECTION 37-173-21, MISSISSIPPI CODE OF
3 1972, TO REQUIRE, BEGINNING IN THE 2018-2019 ACADEMIC YEAR, EACH
4 INDIVIDUAL ENROLLED IN A POSTSECONDARY DEGREE COURSE OF STUDY IN
5 EARLY CHILDHOOD, ELEMENTARY OR SECONDARY EDUCATION, SPECIAL
6 EDUCATION AND THOSE PURSUING A DEGREE IN SCHOOL ADMINISTRATION AT
7 A PUBLIC OR PRIVATE POSTSECONDARY INSTITUTION TO COMPLETE A
8 MINIMUM OF FIFTEEN CLASS HOURS OF DYSLEXIA EDUCATION BEFORE
9 GRADUATION WITH A MINIMUM GRADE OF EIGHTY PERCENT; TO REQUIRE ALL
10 CANDIDATES APPLYING FOR LICENSURE AS A MISSISSIPPI LICENSED EARLY
11 CHILDHOOD, ELEMENTARY OR SECONDARY EDUCATOR, SPECIAL EDUCATION
12 INSTRUCTOR, OR THOSE APPLYING FOR AA ADMINISTRATOR LICENSURE TO
13 SHOW PROOF OF SUCCESSFUL COMPLETION OF AN APPROVED DYSLEXIA
14 EDUCATION COURSE WITH A MINIMUM GRADE OF EIGHTY PERCENT FROM AND
15 AFTER JULY 1, 2019; TO EXEMPT CERTAIN SCHOOL PERSONNEL FROM THE
16 DYSLEXIA EDUCATION REQUIREMENT AS A CONDITION OF EMPLOYMENT WITH
17 THE SCHOOL DISTRICT OR SPECIAL PURPOSE SCHOOL; TO AUTHORIZE THE
18 SCHOOL DISTRICT OR SPECIAL PURPOSE SCHOOL EMPLOYING SUCH PERSONS
19 TO PROVIDE THE NECESSARY DYSLEXIA EDUCATION TRAINING AND
20 PROFESSIONAL DEVELOPMENT TO APPROPRIATE SCHOOL PERSONNEL THROUGH
21 THE USE OF A MISSISSIPPI AA LICENSED DYSLEXIA THERAPIST SUBJECT TO
22 THE AVAILABILITY OF FUNDS; TO PROVIDE THAT THE DYSLEXIA EDUCATION
23 COURSE SHALL BE DESIGNED AS FIFTEEN-CLASS-HOUR UNIT COURSES THAT
24 ADHERE TO THE KNOWLEDGE AND PRACTICE STANDARDS FOR TEACHERS OF
25 READING APPROVED BY THE INTERNATIONAL DYSLEXIA ASSOCIATION; TO
26 PRESCRIBE THE INSTRUCTIONAL MATERIAL TO BE INCLUDED IN THE COURSE
27 SHALL FOLLOW THE STANDARDS ADOPTED BY THE INTERNATIONAL DYSLEXIA
28 ASSOCIATION'S PROFESSIONAL STANDARDS AND PRACTICES COMMITTEE; TO
29 AMEND SECTION 37-159-51, MISSISSIPPI CODE OF 1972, IN CONFORMITY
30 TO THE PRECEDING PROVISIONS; AND FOR RELATED PURPOSES.

31 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:



32 **SECTION 1.** This act shall be known, and may be cited as "The
33 Mississippi Educator Dyslexia Awareness Act of 2018."

34 **SECTION 2.** Section 37-173-21, Mississippi Code of 1972, is
35 amended as follows:

36 37-173-21. (1) The State Board of Education in conjunction
37 with each nonpublic school and local school board operating under
38 the provisions of this chapter, may:

39 (a) Extend the school day or length of the scholastic
40 year;

41 (b) Develop and establish a curriculum that is
42 consistent with the Mississippi Curriculum Framework in the
43 subject areas of mathematics, social studies, science, music, art
44 and physical education; and

45 (c) Select, purchase and use textbooks, literature and
46 other instructional materials that would improve educational
47 attainment by students in the school, subject to the approval of
48 the board.

49 (2) The qualified personnel to facilitate the educational
50 process of learning and instruction for children with dyslexia who
51 attend the schools shall consist of the following:

52 (a) An administrator or director with additional
53 training in the characteristics of dyslexia;

54 (b) A dyslexia therapist licensed by the department in
55 dyslexia therapy;



56 (c) Dyslexia therapists in training participating in a
57 department approved dyslexia therapy graduate internship program;
58 and

59 (d) Licensed elementary, secondary or special education
60 teachers under the supervision of a state department licensed
61 dyslexia therapist.

62 (3) (a) Beginning with the 2019-2020 academic year, each
63 individual enrolled in a postsecondary degree course of study in
64 early childhood, elementary or secondary education, special
65 education and school administration at a public or private
66 postsecondary institution shall be required to complete a minimum
67 of fifteen (15) class hours of dyslexia education before
68 graduation with a minimum grade of eighty percent (80%) in the
69 course of instruction. From and after July 1, 2019, all
70 candidates applying to the department for licensure as a
71 Mississippi licensed early childhood, elementary or secondary
72 educator, special education instructor and those applying for an
73 AA administrator licensure must show proof of successful
74 completion of an accredited dyslexia education course with a
75 minimum grade of eighty percent (80%).

76 (b) Persons employed with a public school district or
77 special purpose school as an educator or administrator on July 1,
78 2015, shall be exempt from the requirements of paragraph (a) of
79 this subsection; however, the school district or special purpose
80 school employing such persons is authorized to provide the



81 necessary dyslexia education training as a component of staff
82 in-service training and professional development to appropriate
83 school personnel through the use of a Mississippi AA licensed
84 dyslexia therapist, subject to the availability of funds provided
85 for such training.

86 (4) (a) The dyslexia education courses required under
87 subsection (3) of this section shall be designed as
88 fifteen-class-hour unit courses that adhere to the Knowledge and
89 Practice Standards for Teacher of Reading approved by the
90 International Dyslexia Association, and shall be instructed by a
91 dyslexia therapist who holds a license in dyslexia therapy and a
92 national certification as a Certified Academic Language Therapist
93 (CALT).

94 (b) The dyslexia education courses shall follow the
95 standards adopted by the Professional Standards and Practices
96 Committee of the International Dyslexia Association, as approved
97 and adopted in 2010, and may be taught by a qualified instructor
98 under paragraph (a) of this subsection or through online course
99 work.

100 (c) The dyslexia education courses required to be
101 offered at each public and private postsecondary institution shall
102 include International Dyslexia Association Level 1 Standards A, B,
103 and C as provided in Section I of the Knowledge and Practice
104 Standards, as follows:



105 (i) Standard A: Foundation Concepts about Oral
106 and Written Learning shall enable the degree course student to:

107 1. Understand and explain the language
108 processing requirements of proficient reading and writing through
109 phonological processing (speech sound), orthographic processing
110 (print), semantic processing (meaning), syntactic processing
111 (sentence level) and discourse processing (connected text level)
112 by explaining the domains of language and their importance to
113 proficient reading and writing.

114 2. Understand and explain other aspects of
115 cognition and behavior that affect reading and writing through
116 attention, executive function, memory, processing speed and
117 graphomotor control by assisting the degree course student to
118 recognize that reading difficulties coexist with other cognitive
119 and behavioral problems.

120 3. Define and identify environmental,
121 cultural and social factors that contribute to literacy
122 development, including the language spoken at home, language and
123 literacy experiences and cultural values by identifying major
124 research findings regarding the contribution of environmental
125 factors to literacy outcomes.

126 4. Know and identify phases in the typical
127 developmental progression of oral language (semantic, syntactic
128 and pragmatic), phonological skill, printed word recognition,
129 spelling, reading fluency, reading comprehension and written



130 expression by matching examples of student responses and learning
131 behavior to phases in language and literacy development.

132 5. Understand and explain the known causal
133 relationships among phonological skill, phonic decoding, spelling,
134 accurate and automatic word recognition, text reading fluency,
135 background knowledge, verbal reasoning skill, vocabulary, reading
136 comprehension and writing by explaining how a weakness in each
137 component skill of oral language, reading and writing may affect
138 other related skills and processes across time.

139 6. Know and explain how the relationships
140 among the major components of literacy development change with
141 reading development, such as changes in oral language, including
142 phonological awareness, phonics and word recognition, spelling,
143 reading and writing fluency, vocabulary, reading comprehension
144 skills and strategies and written expression by identifying the
145 most salient instructional needs of students who are at different
146 points of reading and writing development.

147 7. Know reasonable goals and expectations for
148 learners at various stages of reading and writing development by
149 providing degree course students with case study materials that
150 explain why a student is or is not meeting goals and expectations
151 in reading or writing for his or her age or grade level.

152 (ii) Standard B: Knowledge of the Structure of
153 Language shall enable the degree course student to:



154 1. Identify, pronounce, classify, and compare
155 the consonant and vowel phonemes of English by identifying similar
156 or contrasting features among phonemes.

157 2. Understand the broad outline of historical
158 influences on English spelling patterns, especially
159 Anglo-Saxon, Latin (Romance) and Greek by allowing the degree
160 course student to recognize typical words from the historical
161 layers of English.

162 3. Define grapheme as a functional
163 correspondence unit or representation of a phoneme by accurately
164 mapping graphemes to phonemes in any English word.

165 4. Recognize and explain common orthographic
166 rules and patterns in English by sorting words by orthographic
167 "choice" pattern, analyzing words by suffix ending patterns and
168 applying suffix ending rules.

169 5. Know the difference between "high
170 frequency" and "irregular" words by identifying printed words that
171 are the exception to regular patterns and spelling principles,
172 sorting high frequency words into regular and exception words.

173 6. Identify, explain, and categorize six (6)
174 basic syllable types in English spelling by sorting, pronouncing,
175 and combining regular written syllables, and applying the most
176 productive syllable division principles.

177 7. Identify and categorize common morphemes
178 in English, including Anglo-Saxon compounds, inflectional suffixes



179 and derivational suffixes, Latin-based prefixes, roots and
180 derivational suffixes and Greek-based combining forms by helping
181 the degree course student to recognize the most common prefixes,
182 roots, suffixes and combining forms in English content
183 words, and analyzing words at both the syllable and morpheme
184 levels.

185 8. Understand and identify examples of
186 meaningful word relationships or semantic organization by matching
187 or identifying examples of word associations, antonyms, synonyms,
188 multiple meanings and uses, semantic overlap and semantic feature
189 analysis.

190 9. Define and distinguish among phrases,
191 dependent clauses, and independent clauses in sentence
192 structure by requiring the degree course student to construct and
193 deconstruct simple, complex and compound sentences.

194 10. Identify the parts of speech and the
195 grammatical role of a word in a sentence by requiring the degree
196 course student to identify the basic parts of speech and classify
197 words by their grammatical role in a sentence.

198 11. Explain the major differences between
199 narrative and expository discourse by classifying text by genre,
200 identifying features that are characteristic of each genre, and
201 identifying graphic organizers that characterize typical
202 structures.



203 12. Identify and construct expository
204 paragraphs of varying logical structures, including
205 classification, reason and sequence by identifying main idea
206 sentences, connecting words and topics that fit each type of
207 expository paragraph organization.

208 13. Identify cohesive devices in text and
209 inferential gaps in the surface language of text by analyzing text
210 for the purpose of identifying the inferences that students must
211 make to comprehend.

212 (iii) Standard C: Knowledge of Dyslexia and Other
213 Learning Disorders shall enable the degree course student to:

214 1. Understand the most common intrinsic
215 differences between good and poor readers (i.e., cognitive,
216 neurobiological and linguistic) by requiring the degree course
217 student to recognize scientifically accepted characteristics of
218 individuals with poor word recognition who are overdependent on
219 context to aid word recognition and experience inaccurate nonword
220 reading.

221 2. Recognize the tenets of the National
222 Institute of Child and Human Development/International Dyslexia
223 Association definition of dyslexia by explaining the reasoning or
224 evidence behind the main points in the definition.

225 3. Recognize that dyslexia and other reading
226 difficulties exist on a continuum of severity by requiring the
227 degree course student to recognize levels of instructional



228 intensity, duration and scope appropriate for mild, moderate and
229 severe reading disabilities.

230 4. Identify the distinguishing
231 characteristics of dyslexia and related reading and learning
232 disabilities, including developmental language comprehension
233 disorder, attention deficit hyperactivity disorder, disorders of
234 written expression or dysgraphia, mathematics learning disorder
235 and nonverbal learning disorders by requiring the degree course
236 student to match symptoms of the major subgroups of poor readers
237 as established by research, including those with dyslexia, and
238 identify typical case study profiles of those individuals.

239 5. Identify how symptoms of reading
240 difficulty may change over time in response to development and
241 instruction by identifying predictable ways that symptoms might
242 change as students move through the grades.

243 6. Understand federal and state laws that
244 pertain to learning disabilities, especially reading disabilities
245 and dyslexia by explaining the most fundamental provisions of
246 federal and state laws pertaining to the rights of students with
247 disabilities, especially students' rights to a free, appropriate
248 public education, an individualized educational plan, services in
249 the least restrictive environment and due process.

250 (5) The Legislature shall designate that a portion of the
251 annual State Department of Education appropriation allocated for
252 providing professional development for dyslexia and other related



253 disorders shall be used for the purpose of being reallocated to
254 the state institutions of higher learning for purposes of hiring
255 experts in dyslexia education and training to provide instruction
256 of the courses required under this act.

257 **SECTION 3.** Section 37-159-51, Mississippi Code of 1972, is
258 amended as follows:

259 37-159-51. (1) There is established the Mississippi
260 Dyslexia Education Scholarship Program for the purpose of
261 identifying and recruiting qualified university and college
262 students from the state for schooling in education with a focus on
263 dyslexia therapy.

264 (2) The receipt of a scholarship under the program shall be
265 solely limited to those students who are enrolled in or who have
266 been accepted for enrollment into a master's degree program of
267 study for dyslexia therapy at any public or private institution of
268 higher learning within the State of Mississippi at the time an
269 application for scholarship is filed with the Board of Trustees of
270 State Institutions of Higher Learning.

271 (3) The annual amount of the scholarship award shall be
272 equal to the total cost for tuition, materials and fees at the
273 college or university in which the student is enrolled. Awards
274 made to nonresidents of the state shall not include any amount
275 assessed by the college or university for out-of-state tuition.

276 (4) Upon completion of the master's program and licensure
277 requirements, * * * a scholarship recipient who has not been



278 previously licensed by the State Department of Education, shall
279 render service as licensed teacher of dyslexia therapy in a public
280 school district in the state, and shall comply with the provisions
281 of Section 37-173-21(3) and (4) as a condition of application for
282 such licensure. Any person who received two (2) annual awards, or
283 who received fewer than two (2) annual awards, or the equivalent
284 of two (2) annual awards, shall render one (1) year's services as
285 a licensed teacher for each year that the person received a
286 scholarship award.

287 (5) (a) Any person failing to complete a program of study
288 which will enable that person to obtain a master's degree in
289 dyslexia therapy shall become liable immediately to the Board of
290 Trustees of State Institutions of Higher Learning for the sum of
291 all Dyslexia Education Scholarship awards made to the person, plus
292 interest accruing at the current Stafford Loan rate at the time
293 the person abrogates his or her participation in the program.

294 (b) Any person failing to complete his or her teaching
295 obligation, as required under subsection (4) of this section,
296 shall become liable immediately to the board for the sum of all
297 scholarship awards made to the person less the corresponding
298 amount of any awards for which service has been rendered, plus
299 interest accruing at the current Stafford Loan rate at the time
300 the person discontinues his or her service.

301 (6) The Board of Trustees of State Institutions of Higher
302 Learning shall prepare and submit a report to the Legislature by



303 January 1, 2015, outlining in detail the number of participants
304 who have received scholarship funds under the program, the record
305 of service provided by those recipients as they transition out of
306 the degree program into the public school districts of this state,
307 and the projection for expanding the program to include more
308 participants annually as determined by the need for such qualified
309 professionals in the public school setting. Additionally, the
310 report shall include a summary of allocations and expenditures for
311 the administration of the program and the total amount of funds
312 issued to recipients of scholarships from the inception of the
313 program until such time as the report has been prepared and
314 submitted to the Legislature.

315 **SECTION 4.** This act shall take effect and be in force from
316 and after July 1, 2018.

