

House _____ Amendment NO. _____

Offered By _____

1 AMEND House Committee Substitute for Senate Committee Substitute for Senate Bill No. 172,
2 Page 9, Section 161.855, Line 66, by inserting immediately after said line the following:
3 "161.1005. 1. By July 1, 2016, the department shall employ a dyslexia therapist, licensed
4 psychometrist, licensed speech-language pathologist, certified academic language therapist, or
5 certified training specialist to serve as the department's dyslexia specialist. Such dyslexia specialist
6 shall have a minimum of three years of field experience in screening, identifying, and treating
7 dyslexia and related disorders.
8 2. The department shall ensure that the dyslexia specialist has completed training and
9 received certification from a program approved by the legislative task force on dyslexia and is able
10 to provide necessary information and support to school district teachers.
11 3. The dyslexia specialist shall:
12 (1) Be highly trained in dyslexia and related disorders, including best practice interventions
13 and treatment models;
14 (2) Be responsible for the implementation of professional development; and
15 (3) Serve as the primary source of information and support for districts addressing the needs
16 of students with dyslexia and related disorders.
17 4. In addition to other duties assigned under subsection 3 of this section, the dyslexia
18 specialist shall also assist the department with developing and administering professional
19 development programs to be made available to school districts no later than the 2016-17 school year.
20 The programs shall focus on educating teachers regarding the indicators of dyslexia, the science
21 surrounding teaching a student who is dyslexic, and classroom accommodations necessary for a
22 student with dyslexia."; and

23 Further amend said substitute, Page 30, Section 178.550, Line 87, by inserting after all of
24 said line the following:

25 "633.420. 1. For the purposes of this section, the term "dyslexia" means a disorder that is
26 neurological in origin, characterized by difficulties with accurate and fluent word recognition, and
27 poor spelling and decoding abilities that typically result from a deficit in the phonological
28 component of language, often unexpected in relation to other cognitive abilities and the provision of
29 effective classroom instruction, and of which secondary consequences may include problems in
30 reading comprehension and reduced reading experience that can impede growth of vocabulary and
31 background knowledge. Nothing in this section shall prohibit a district from assessing students for

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

4 2. There is hereby created the "Legislative Task Force on Dyslexia". The joint committee on
5 education shall provide technical and administrative support as required by the task force to fulfill its
6 duties. The task force shall meet at least quarterly and may hold meetings by telephone or video
7 conference. The task force shall advise and make recommendations to the governor, general
8 assembly, and relevant state agencies regarding matters concerning individuals with dyslexia
9 including education and other adult and adolescent services.

10 3. The task force shall be comprised of eighteen members consisting of the following:

11 (1) Four members of the general assembly, with two members from the senate to be
12 appointed by the president pro tempore and two members from the house of representatives to be
13 appointed by the speaker of the house of representatives;

14 (2) The commissioner of education, or his or her designee;

15 (3) One representative from an institution of higher education located in this state with
16 specialized expertise in dyslexia and reading instruction;

17 (4) A representative from a state teachers association or the Missouri National Education
18 Association;

19 (5) A representative from the International Dyslexia Association of Missouri;

20 (6) A representative from Decoding Dyslexia of Missouri;

21 (7) A representative from the Missouri Association of Elementary School Principals;

22 (8) A representative from the Missouri Council of Administrators of Special Education;

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

25 (10) A speech-language pathologist with training and experience in early literacy
26 development and effective research-based intervention techniques for dyslexia, including an
27 Orton-Gillingham remediation program recommended by the Missouri Speech-Language Hearing
28 Association, or a certified academic language therapist recommended by the Academic Language
29 Therapists Association who is a resident of this state;

30 (11) A representative from an independent private provider or nonprofit organization serving
31 individuals with dyslexia;

32 (12) An assistive technology specialist with expertise in accessible print materials and
33 assistive technology used by individuals with dyslexia recommended by the Missouri assistive
34 technology council;

35 (13) One private citizen who has a child who has been diagnosed with dyslexia;

36 (14) One private citizen who has been diagnosed with dyslexia; and

37 (15) A representative of the Missouri State Council of the International Reading Association.

38 4. The members of the task force, other than the members from the general assembly and ex
39 officio members, shall be appointed by the president pro tempore of the senate or the speaker of the
40 house of representatives by September 1, 2015, by alternating appointments beginning with the
41 president pro tempore of the senate. A chairperson shall be selected by the members of the task

1 force. Any vacancy on the task force shall be filled in the same manner as the original appointment.
2 Members shall serve on the task force without compensation.

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

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

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

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

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

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

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

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

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

33 8. The task force authorized under this section shall automatically sunset on August 31,
34 2017, unless reauthorized by an act of the general assembly."; and

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