

House _____ Amendment NO. _____

Offered By _____

1 AMEND Senate Committee Substitute for Senate Bill No. 650, Page 1, In the Title, by deleting the
2 words, "higher education financial aid eligibility" and inserting in lieu thereof the words,
3 "elementary and secondary education"
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5 Further amend said bill, Page 4, Section 160.545, Line 119, by inserting after all of said line the
6 following:
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8 "161.1005. 1. By July 1, 2017, the department of elementary and secondary education shall
9 employ a dyslexia therapist, licensed psychometrist, licensed speech-language pathologist, certified
10 academic language therapist, or certified training specialist to serve as the department's dyslexia
11 specialist. Such dyslexia specialist shall have a minimum of three years of field experience in
12 screening, identifying, and treating dyslexia and related disorders.

13 2. The department of elementary and secondary education shall ensure that the dyslexia
14 specialist has completed training and received certification from a program approved by the
15 legislative task force on dyslexia established in section 633.420 and is able to provide necessary
16 information and support to school district teachers.

17 3. The dyslexia specialist shall:

18 (1) Be highly trained in dyslexia and related disorders, including best practice interventions
19 and treatment models;

20 (2) Be responsible for the implementation of professional development; and

21 (3) Serve as the primary source of information and support for districts addressing the needs
22 of students with dyslexia and related disorders.

23 4. In addition to the duties assigned under subsection 3 of this section, the dyslexia
24 specialist shall assist the department of elementary and secondary education with developing and
25 administering professional development programs to be made available to school districts no later
26 than the 2017-18 school year. The programs shall focus on educating teachers regarding the
27 indicators of dyslexia, the science surrounding teaching a student who is dyslexic, and classroom
28 accommodations necessary for a student with dyslexia.

29 167.950. 1. (1) By December 31, 2017, the department of elementary and secondary
30 education shall develop guidelines for the appropriate screening of students for dyslexia and related
31 disorders and the necessary classroom support for students with dyslexia and related disorders.
32 Such guidelines shall be consistent with the findings and recommendations of the task force created
33 under section 633.420.

34 (2) In the 2018-19 school year and subsequent years, each public school, including each
35 charter school, shall conduct dyslexia screenings for students in the appropriate year consistent with
36 the findings and recommendations of the task force created under section 633.420.

Standing Action Taken _____ Date _____

Select Action Taken _____ Date _____

1 (3) In the 2018-19 school year and subsequent years, the school board of each district and
2 the governing board of each charter school shall provide reasonable classroom support consistent
3 with the findings and recommendations of the task force created under section 633.420.

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

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

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

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

23 (3) "Related disorders", disorders similar to or related to dyslexia, such as developmental
24 auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and
25 developmental spelling disability;

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

28 4. The state board of education shall promulgate rules and regulations for each public
29 school to screen students for dyslexia and related disorders. Any rule or portion of a rule, as that
30 term is defined in section 536.010, that is created under the authority delegated in this section shall
31 become effective only if it complies with and is subject to all of the provisions of chapter 536 and, if
32 applicable, section 536.028. This section and chapter 536 are nonseverable, and if any of the
33 powers vested with the general assembly pursuant to chapter 536 to review, to delay the effective
34 date, or to disapprove and annul a rule are subsequently held unconstitutional, then the grant of
35 rulemaking authority and any rule proposed or adopted after August 28, 2016, shall be invalid and
36 void.

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

39 633.420. 1. For the purposes of this section, the term "dyslexia" means a disorder that is
40 neurological in origin, characterized by difficulties with accurate and fluent word recognition, and
41 poor spelling and decoding abilities that typically result from a deficit in the phonological
42 component of language, often unexpected in relation to other cognitive abilities and the provision of
43 effective classroom instruction, and of which secondary consequences may include problems in
44 reading comprehension and reduced reading experience that can impede growth of vocabulary and
45 background knowledge. Nothing in this section shall prohibit a district from assessing students for
46 dyslexia and offering students specialized reading instruction if a determination is made that a
47 student suffers from dyslexia. Unless required by federal law, nothing in this definition shall require
48 a student with dyslexia to be automatically determined eligible as a student with a disability.

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

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

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

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

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

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

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

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

(7) A representative from Decoding Dyslexia of Missouri;

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

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

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

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

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

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

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

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

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

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

(18) A pediatrician with knowledge of dyslexia.

4. The members of the task force, other than the members from the general assembly and ex officio members, shall be appointed by the president pro tempore of the senate or the speaker of the house of representatives by September 1, 2016, by alternating appointments beginning with the president pro tempore of the senate. A chairperson shall be selected by the members of the task force. Any vacancy on the task force shall be filled in the same manner as the original appointment. Members shall serve on the task force without compensation.

5. The task force shall make recommendations for a statewide system for identification,

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

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

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

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

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

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

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

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

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

30 8. The task force authorized under this section shall expire on August 31, 2018."; and
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32 Further amend said bill by amending the title, enacting clause, and intersectional references
33 accordingly.