

House \_\_\_\_\_ Amendment NO. \_\_\_\_\_

Offered By \_\_\_\_\_

1 AMEND House Committee Substitute for Senate Bill No. 635, Page 1, Section A, Line 4, by  
2 inserting after all of said section and line the following:

3  
4 "161.1005. 1. By July 1, 2017, the department of elementary and secondary education shall  
5 employ a dyslexia therapist, licensed psychometrist, licensed speech-language pathologist, certified  
6 academic language therapist, or certified training specialist to serve as the department's dyslexia  
7 specialist. Such dyslexia specialist shall have a minimum of three years of field experience in  
8 screening, identifying, and treating dyslexia and related disorders.

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

13 3. The dyslexia specialist shall:

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

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

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

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

25  
26 Further amend said bill, Page 19, Section 376.1235, Line 18, by inserting after all of said section  
27 and line the following:

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

Standing Action Taken \_\_\_\_\_ Date \_\_\_\_\_

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1 student suffers from dyslexia. Unless required by federal law, nothing in this definition shall require  
 2 a student with dyslexia to be automatically determined eligible as a student with a disability.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

43 (18) A pediatrician with knowledge of dyslexia.

44 4. The members of the task force, other than the members from the general assembly and ex  
 45 officio members, shall be appointed by the president pro tempore of the senate or the speaker of the  
 46 house of representatives by September 1, 2016, by alternating appointments beginning with the  
 47 president pro tempore of the senate. A chairperson shall be selected by the members of the task  
 48 force. Any vacancy on the task force shall be filled in the same manner as the original appointment.

1 Members shall serve on the task force without compensation.

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

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

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

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

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

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

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

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

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

32 8. The task force authorized under this section shall automatically sunset on August 31,  
33 2018, unless reauthorized by an act of the general assembly."; and

34  
35 Further amend said bill by amending the title, enacting clause, and intersectional references  
36 accordingly.  
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