

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

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

1 AMEND House Committee Substitute for Senate Bill No. 635, Page 1, Section A, Line 4, by inserting after  
2 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 employ  
5 a dyslexia therapist, licensed psychometrist, licensed speech-language pathologist, certified academic  
6 language therapist, or certified training specialist to serve as the department's dyslexia specialist. Such  
7 dyslexia specialist shall have a minimum of three years of field experience in screening, identifying, and  
8 treating dyslexia and related disorders.

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

13 3. The dyslexia specialist shall:

14 (1) Be highly trained in dyslexia and related disorders, including best practice interventions and  
15 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 of  
18 students with dyslexia and related disorders.

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

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

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

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

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

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

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

12 (1) Two members of the senate appointed by the president pro tempore of the senate, with one  
13 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 from the  
16 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 specialized  
19 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 including,  
27 but not limited to, a licensed psychologist, school psychologist, or neuropsychologist;

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

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

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

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

38 (15) One private citizen who has been diagnosed with dyslexia; and

39 (16) A representative of the Missouri State Council of the International Reading Association.

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

1       5. The task force shall make recommendations for a statewide system for identification,  
2 intervention, and delivery of supports for students with dyslexia, including the development of resource  
3 materials and professional development activities. These recommendations shall be included in a report to  
4 the governor and legislature and shall include findings and proposed legislation and shall be made available  
5 no longer than twelve months from the task force's 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 be used  
8 and the appropriate personnel to administer such assessments in order to identify children with dyslexia or  
9 the characteristics of dyslexia as part of an ongoing reading progress monitoring system, multi-tiered system  
10 of supports, and special education eligibility determinations in schools;

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

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

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

22       (5) Examine the barriers to accurate information on the prevalence of students with dyslexia across  
23 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 this state  
25 and examine how current laws and regulations affect students with dyslexia in order to present  
26 recommendations to the governor and general assembly.

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

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

32  
33 Further amend said bill by amending the title, enacting clause, and intersectional references accordingly.