

House _____ Amendment NO. _____

Offered By

1 AMEND House Committee Substitute for House Bill No. 550, Page 1, in the Title, Line 3, by
2 deleting the words "charter schools" and inserting in lieu thereof the words "elementary and
3 secondary education"; and

4
5 Further amend said bill, Page 25, Section 160.417, Line 41, by inserting immediately after all of said
6 section the following:

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8 "161.1005. 1. By July 1, 2016, the department shall employ a dyslexia therapist, licensed
9 psychometrist, licensed speech-language pathologist, certified academic language therapist, or
10 certified training specialist to serve as the department's dyslexia specialist. Such dyslexia specialist
11 shall have a minimum of three years of field experience in screening, identifying, and treating
12 dyslexia and related disorders.

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

16 3. The dyslexia specialist shall:

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

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

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

22 4. In addition to other duties assigned under subsection 3 of this section, the dyslexia
23 specialist shall also assist the department with developing and administering professional
24 development programs to be made available to school districts no later than the 2016-17 school year.
25 The programs shall focus on educating teachers regarding the indicators of dyslexia, the science
26 surrounding teaching a student who is dyslexic, and classroom accommodations necessary for a
27 student with dyslexia.

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
30 poor spelling and decoding abilities that typically result from a deficit in the phonological
31 component of language, often unexpected in relation to other cognitive abilities and the provision of

Action Taken _____ Date _____

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1 effective classroom instruction, and of which secondary consequences may include problems in
2 reading comprehension and reduced reading experience that can impede growth of vocabulary and
3 background knowledge. Nothing in this section shall prohibit a district from assessing students for
4 dyslexia and offering students specialized reading instruction if a determination is made that a
5 student suffers from dyslexia. Unless required by federal law, nothing in this definition shall require
6 a student with dyslexia to be automatically determined eligible as a student with a disability.

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

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

14 (1) Four members of the general assembly, with two members from the senate to be
15 appointed by the president pro tem and two members from the house of representatives to be
16 appointed by the speaker of the house of representatives;

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

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

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

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

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

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

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

26 (9) 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 (10) A speech-language pathologist with training and experience in early literacy
29 development and effective research-based intervention techniques for dyslexia, including an
30 Orton-Gillingham remediation program recommended by the Missouri Speech-Language Hearing
31 Association, or a certified academic language therapist recommended by the Academic Language
32 Therapists Association who is a resident of this state;

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

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

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

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

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

41 4. The members of the task force, other than the members from the general assembly and ex

1 officio members, shall be appointed by the president pro tem of the senate or the speaker of the
2 house of representatives by September 1, 2015, by alternating appointments beginning with the
3 president pro tem of the senate. A chairperson shall be selected by the members of the task force.
4 Any vacancy on the task force shall be filled in the same manner as the original appointment.
5 Members shall serve on the task force without compensation.

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

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

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

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

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

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

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

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

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

36 8. The task force authorized under this section shall automatically sunset on August 31,
37 2017, unless reauthorized by an act of the general assembly."; and

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