

House _____ Amendment NO. _____

Offered By _____

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

3 "167.950. 1. (1) By December 31, 2017, the department of elementary and secondary
4 education shall develop guidelines for the appropriate screening of students for dyslexia and related
5 disorders and the necessary classroom support for students with dyslexia and related disorders.
6 Such guidelines shall be consistent with the findings and recommendations of the task force created
7 under section 633.420.

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

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

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

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

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

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

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

36 (4) "Support", low-cost and effective best practices, such as oral examinations and extended

Standing Action Taken _____ Date _____

Select Action Taken _____ Date _____

1 test-taking periods, used to support students who have dyslexia or any related disorder.

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

11 5. Nothing in this section shall require the MO HealthNet program to expand the services
 12 that it provides."; and

13
 14 Further amend said bill, Page 19, Section 376.1235, Line 18, by inserting immediately after said
 15 line the following:

16 "633.420. 1. For the purposes of this section, the term "dyslexia" means a disorder that is
 17 neurological in origin, characterized by difficulties with accurate and fluent word recognition, and
 18 poor spelling and decoding abilities that typically result from a deficit in the phonological
 19 component of language, often unexpected in relation to other cognitive abilities and the provision of
 20 effective classroom instruction, and of which secondary consequences may include problems in
 21 reading comprehension and reduced reading experience that can impede growth of vocabulary and
 22 background knowledge. Nothing in this section shall prohibit a district from assessing students for
 23 dyslexia and offering students specialized reading instruction if a determination is made that a
 24 student suffers from dyslexia. Nothing in this definition shall require a student with dyslexia to
 25 obtain an individualized education program (IEP) unless the student has otherwise met the federal
 26 conditions necessary.

27 2. There is hereby created the "Legislative Task Force on Dyslexia". The task force shall
 28 meet at least quarterly and may hold meetings by telephone or video conference. The task force
 29 shall advise and make recommendations to the governor, general assembly, and relevant state
 30 agencies regarding matters concerning individuals with dyslexia, including education and other
 31 adult and adolescent services.

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

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

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

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

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

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

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

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

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

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

47 (10) A professional licensed in the state of Missouri with experience diagnosing dyslexia
 48 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, intervention, and delivery of supports for students with dyslexia, including the development of resource materials and professional development activities. These recommendations shall be included in a report to the governor and joint committee on education and shall include findings and proposed legislation and shall be made available no longer than twelve months from the task force's first meeting. The task force shall hold its first meeting before October 1, 2016.

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

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

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

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

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

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

(6) Study and evaluate current practices for diagnosing, treating, and educating children in this state and examine how current laws and regulations affect students with dyslexia in order to

1 present recommendations to the governor and general assembly.

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

5 8. The task force authorized under this section shall expire on August 31, 2018."; and

6
7 Further amend said bill by amending the title, enacting clause, and intersectional references
8 accordingly.