

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:

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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

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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
34 prohibit a district from assessing students for dyslexia and offering students specialized reading instruction if
35 a determination is made that a student suffers from dyslexia. Unless required by federal law, nothing in this

Standing Action Taken _____ Date _____

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1 definition shall require a student with dyslexia to be automatically determined eligible as a student with a
 2 disability.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

39 (18) A pediatrician with knowledge of dyslexia.

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.

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

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

52 (1) Identify valid and reliable screening and evaluation assessments and protocols that can be used
 53 and the appropriate personnel to administer such assessments in order to identify children with dyslexia or

1 the characteristics of dyslexia as part of an ongoing reading progress monitoring system, multi-tiered system
2 of supports, and special education eligibility determinations in schools;

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

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

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

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

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

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

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