

House _____ Amendment NO. _____

Offered By

1 AMEND House Bill No. 2379, Page 1, in the Title, Line 2, by deleting all of said line and inserting
2 in lieu thereof the following:

3
4 "To amend chapter 167, RSMo, by adding thereto one new section relating to dyslexia."; and

5
6 Further amend said bill and page, Section 167.950, Lines 1 through 6, by deleting all of said lines
7 and inserting in lieu thereof the following:

8
9 "167.950. 1. (1) By December 31, 2017, the department of elementary and secondary
10 education shall develop guidelines for the appropriate screening of students for dyslexia and related
11 disorders and the necessary classroom support for students with dyslexia and related disorders. Such
12 guidelines shall be consistent with the findings and recommendations of the task force created under
13 section 633.420.

14 (2) In the 2018-19 school year and subsequent years, each public school, including each
15 charter school, shall conduct dyslexia screenings for students. Such screenings shall be conducted in
16 a manner that is consistent with the findings and recommendations of the task force created under
17 section 633.420.

18 (3) In the 2018-19 school year and subsequent years, the school board of each district and
19 the governing board of each charter school shall provide reasonable support for any student
20 determined to have dyslexia or a related disorder. Such support shall be provided in a manner that is
21 consistent with the findings and recommendations of the task force created under section 633.420.

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

29
30 Further amend said bill, page, and section, Line 16, by inserting after all of said line the following:

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

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Standing Action Taken _____ Date _____

Select Action Taken _____ Date _____

1 Further amend said bill and section, Page 2, Line 17, by deleting the number "(2)" and inserting in
 2 lieu thereof the number "(3)"; and

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 4 Further amend said bill, page, and section, Line 19, by deleting the period, "." and inserting in lieu
 5 thereof a semicolon, ";"; and

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 7 Further amend said bill, page, section, and line, by inserting after all of said line the following:

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 9 "(4) "Support", low-cost and effective best practices, such as oral examinations and extended
 10 test-taking periods, used to support students who have dyslexia or any related disorder."; and

11
 12 Further amend said bill, page, and section, Line 28, by inserting after all of said line the following:

13 "5. Nothing in this section shall require the MO HealthNet program to expand the services
 14 that it provides.

15 633.420. 1. For the purposes of this section, the term "dyslexia" means a disorder that is
 16 neurological in origin, characterized by difficulties with accurate and fluent word recognition, and
 17 poor spelling and decoding abilities that typically result from a deficit in the phonological
 18 component of language, often unexpected in relation to other cognitive abilities and the provision of
 19 effective classroom instruction, and of which secondary consequences may include problems in
 20 reading comprehension and reduced reading experience that can impede growth of vocabulary and
 21 background knowledge. Nothing in this section shall prohibit a district from assessing students for
 22 dyslexia and offering students specialized reading instruction if a determination is made that a
 23 student suffers from dyslexia. Nothing in this definition shall require a student with dyslexia to
 24 obtain an individualized education program (IEP) unless the student has otherwise met the federal
 25 conditions necessary.

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

32 3. The task force shall be comprised of eighteen 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;

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

6 (12) A representative from an independent private provider or nonprofit organization
 7 servicing individuals with dyslexia;

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

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

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

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

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

21 5. The task force shall make recommendations for a statewide system for identification,
 22 intervention, and delivery of supports for students with dyslexia, including the development of
 23 resource materials and professional development activities. These recommendations shall be
 24 included in a report to the governor and legislature and shall include findings and proposed
 25 legislation and shall be made available no longer than twelve months from the task force's first
 26 meeting. The task force shall hold its first meeting before October 1, 2016.

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

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

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

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

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

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

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

48 7. The task force shall hire or contract for hire specialist services to support the work of the

1 task force as necessary with appropriations made by the general assembly for that purpose or from
2 other available funding.

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

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