

FIRST REGULAR SESSION

# SENATE BILL NO. 548

98TH GENERAL ASSEMBLY

INTRODUCED BY SENATOR SIFTON.

Read 1st time February 26, 2015, and ordered printed.

ADRIANE D. CROUSE, Secretary.

2348S.011

## AN ACT

To amend chapters 161 and 633, RSMo, by adding thereto two new sections relating to dyslexia.

*Be it enacted by the General Assembly of the State of Missouri, as follows:*

Section A. Chapters 161 and 633, RSMo, are amended by adding thereto  
2 two new sections, to be known as sections 161.1005 and 633.420, to read as  
3 follows:

**161.1005. 1. By July 1, 2016, the department of elementary and  
2 secondary education shall employ a dyslexia therapist, licensed  
3 psychometrist, licensed speech-language pathologist, certified academic  
4 language therapist, or certified training specialist with a minimum of  
5 three years of field experience in screening, identifying, and treating  
6 dyslexia and related disorders to serve as the department's dyslexia  
7 specialist.**

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

**12 3. The dyslexia specialist shall:**

**13 (1) Be highly trained in dyslexia and related disorders, including  
14 best practice interventions and treatment models;**

**15 (2) Be responsible for the implementation of professional  
16 development; and**

**17 (3) Serve as the primary source of information and support for  
18 districts addressing the needs of students with dyslexia and related  
19 disorders.**

**20 4. In addition to other duties assigned under subsection 3 of this**

21 section, the dyslexia specialist shall also assist the department with  
22 developing and administering professional development programs to be  
23 made available to school districts no later than the 2016-2017 school  
24 year. The programs shall focus on educating teachers regarding the  
25 indicators of dyslexia, the science surrounding teaching a student who  
26 is dyslexic, and classroom accommodations necessary for a student with  
27 dyslexia.

633.420. 1. For the purposes of this section, the term "dyslexia"  
2 shall be defined as a disorder that is neurological in origin,  
3 characterized by difficulties with accurate and fluent word recognition  
4 and poor spelling and decoding abilities that typically result from a  
5 deficit in the phonological component of language, often unexpected in  
6 relation to other cognitive abilities and the provision of effective  
7 classroom instruction, and of which secondary consequences may  
8 include problems in reading comprehension and reduced reading  
9 experience that can impede growth of vocabulary and background  
10 knowledge. Nothing in this definition shall require a student with  
11 dyslexia to obtain an individualized education program (IEP) unless  
12 the student has otherwise met the federal conditions necessary.

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

21 3. The task force shall be comprised of seventeen members  
22 consisting of the following:

23 (1) Four members of the general assembly, with two members  
24 from the senate to be appointed by the president pro tempore and two  
25 members from the house of representatives to be appointed by the  
26 speaker of the house of representatives;

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

28 (3) One representative from an institution of higher education  
29 located in this state with specialized expertise in dyslexia and reading  
30 instruction appointed by the speaker of the house of representatives;

31           **(4) A representative from a state teachers association appointed**  
32 **by the president pro tempore of the senate;**

33           **(5) A representative from the International Dyslexia Association**  
34 **of Missouri appointed by the speaker of the house of representatives;**

35           **(6) A representative from Decoding Dyslexia of Missouri**  
36 **appointed by the president pro tempore of the senate;**

37           **(7) A representative from the Missouri Association of Elementary**  
38 **School Principals appointed by the speaker of the house of**  
39 **representatives;**

40           **(8) A representative from the Missouri Council of Administrators**  
41 **of Special Education appointed by the president pro tempore of the**  
42 **senate;**

43           **(9) A professional licensed in the state of Missouri with**  
44 **experience diagnosing dyslexia including, but not limited to, a licensed**  
45 **psychologist, school psychologist, or neuropsychologist appointed by**  
46 **the speaker of the house of representatives;**

47           **(10) A speech-language pathologist with training in an Orton-**  
48 **Gillingham remediation program recommended by the Missouri Speech-**  
49 **Language Hearing Association or a certified academic language**  
50 **therapist recommended by the Academic Language Therapists**  
51 **Association who is a resident of this state appointed by the president**  
52 **pro tempore of the senate;**

53           **(11) A representative from an independent private provider or**  
54 **nonprofit organization serving individuals with dyslexia appointed by**  
55 **the speaker of the house of representatives;**

56           **(12) An assistive technology specialist with expertise in**  
57 **accessible print materials and assistive technology used by individuals**  
58 **with dyslexia recommended by the Missouri assistive technology**  
59 **council appointed by the president pro tempore of the senate;**

60           **(13) One private citizen who has a child that has been diagnosed**  
61 **with dyslexia appointed by the speaker of the house of representatives;**  
62 **and**

63           **(14) One private citizen who has been diagnosed with dyslexia**  
64 **appointed by the president pro tempore of the senate.**

65           **4. A chairperson shall be selected by the members of the task**  
66 **force. Any vacancy on the task force shall be filled in the same manner**  
67 **as the original appointment. Members shall serve on the task force**

68 without compensation.

69           5. The task force shall make recommendations for a statewide  
70 system for identification, intervention, and delivery of supports for  
71 students with dyslexia including the development of resource materials  
72 and professional development activities. These recommendations shall  
73 be included in a report to the governor and general assembly and shall  
74 include findings and proposed legislation and shall be made available  
75 no longer than twelve months from the task force's first meeting.

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

78           (1) Determine valid and reliable diagnostic assessments and  
79 protocols that can be used and the appropriate personnel to administer  
80 the assessments in order to identify children with dyslexia or the  
81 characteristics of dyslexia as part of an ongoing reading progress  
82 monitoring system in schools;

83           (2) Recommend a research-based instruction and intervention  
84 system including a list of approved dyslexia therapy programs, to  
85 address dyslexia or characteristics of dyslexia for use by schools in  
86 multi-tiered systems of support, and for services as appropriate for  
87 special education eligible students;

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

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

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

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

102           7. The task force shall hire or contract for hire specialist  
103 services to support the work of the task force as necessary with  
104 appropriations made by the general assembly for that purpose or from

105 other available funding.

106 8. The task force authorized under this section shall  
107 automatically terminate on August 31, 2017, unless reauthorized by an  
108 act of the general assembly.

✓

Unofficial

Bill

Copy