

**SENATE AMENDMENT NO. \_\_\_\_\_**

Offered by \_\_\_\_\_ of \_\_\_\_\_

Amend SCS/Senate Bill No. 904, Page 5, Section 163.031, Line 111,

2 by inserting after all of said line the following:

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

16 2. There is hereby created the "Legislative Task Force on  
17 Dyslexia". The joint committee on education shall provide  
18 technical and administrative support as required by the task  
19 force to fulfill its duties. The task force shall meet at least  
20 quarterly and may hold meetings by telephone or video conference.  
21 The task force shall advise and make recommendations to the

1 governor, general assembly, and relevant state agencies regarding  
2 matters concerning individuals with dyslexia including education  
3 and other adult and adolescent services.

4 3. The task force shall be comprised of nineteen members  
5 consisting of the following:

6 (1) Four members of the general assembly, with two members  
7 from the senate to be appointed by the president pro tempore and  
8 two members from the house of representatives to be appointed by  
9 the speaker of the house of representatives;

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

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

15 (4) A representative from a state teachers association  
16 appointed by the president pro tempore of the senate;

17 (5) A representative from the International Dyslexia  
18 Association of Missouri appointed by the speaker of the house of  
19 representatives;

20 (6) A representative from Decoding Dyslexia of Missouri  
21 appointed by the president pro tempore of the senate;

22 (7) A representative from the Missouri Association of  
23 Elementary School Principals appointed by the speaker of the  
24 house of representatives;

25 (8) A representative from the Missouri Council of  
26 Administrators of Special Education appointed by the president  
27 pro tempore of the senate;

28 (9) A professional licensed in the state of Missouri with  
29 experience diagnosing dyslexia including, but not limited to, a

1 licensed psychologist, school psychologist, or neuropsychologist  
2 appointed by the speaker of the house of representatives;

3 (10) A speech-language pathologist with training in an  
4 Orton-Gillingham remediation program recommended by the Missouri  
5 Speech-Language Hearing Association to be appointed by the pro  
6 tempore of the senate;

7 (11) A certified academic language therapist recommended by  
8 the Academic Language Therapists Association who is a resident of  
9 this state appointed by the president pro tempore of the senate;

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

13 (13) An assistive technology specialist with expertise in  
14 accessible print materials and assistive technology used by  
15 individuals with dyslexia recommended by the Missouri assistive  
16 technology council appointed by the president pro tempore of the  
17 senate;

18 (14) One private citizen who has a child that has been  
19 diagnosed with dyslexia appointed by the speaker of the house of  
20 representatives;

21 (15) One private citizen who has been diagnosed with  
22 dyslexia appointed by the president pro tempore of the senate;  
23 and

24 (16) A pediatrician with knowledge of dyslexia to be  
25 appointed by the speaker of the house of representatives.

26 4. A chairperson shall be selected by the members of the  
27 task force. Any vacancy on the task force shall be filled in  
28 the same manner as the original appointment. Members shall serve  
29 on the task force without compensation.

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

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

11           (1) Determine valid and reliable diagnostic assessments and  
12 protocols that can be used and the appropriate personnel to  
13 administer the assessments in order to identify children with  
14 dyslexia or the characteristics of dyslexia as part of an ongoing  
15 reading progress monitoring system in schools;

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

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

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

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

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

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

14           8. The task force authorized under this section shall  
15 automatically terminate on August 31, 2018, unless reauthorized  
16 by an act of the general assembly."; and

17           Further amend the title and enacting clause accordingly.