

House _____ Amendment NO. _____

Offered By

1 AMEND Senate Committee Substitute for Senate Bill No. 650, Page 1, In the Title, Line 3, by
2 deleting the words "higher education financial aid eligibility" and inserting in lieu thereof the words
3 "elementary and secondary education"; and

4
5 Further amend said bill, Page 4, Section 160.545, Line 119, by inserting after all of said section and
6 line the following:

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8 "161.1005. 1. By July 1, 2017, the department of elementary and secondary education shall
9 employ a dyslexia therapist, licensed psychometrist, licensed speech-language pathologist, certified
10 academic language therapist, or certified training specialist to serve as the department's dyslexia
11 specialist. Such dyslexia specialist shall have a minimum of three years of field experience in
12 screening, identifying, and treating dyslexia and related disorders.

13 2. The department of elementary and secondary education shall ensure that the dyslexia
14 specialist has completed training and received certification from a program approved by the
15 legislative task force on dyslexia established in section 633.420 and is able to provide necessary
16 information and support to school district teachers.

17 3. The dyslexia specialist shall:

18 (1) Be highly trained in dyslexia and related disorders, including best practice interventions
19 and treatment models;

20 (2) Be responsible for the implementation of professional development; and

21 (3) Serve as the primary source of information and support for districts addressing the needs
22 of students with dyslexia and related disorders.

23 4. In addition to the duties assigned under subsection 3 of this section, the dyslexia
24 specialist shall assist the department of elementary and secondary education with developing and
25 administering professional development programs to be made available to school districts no later
26 than the 2017-18 school year. The programs shall focus on educating teachers regarding the
27 indicators of dyslexia, the science surrounding teaching a student who is dyslexic, and classroom
28 accommodations necessary for a student with dyslexia.

29 170.310. 1. For school year 2017-18 and each school year thereafter, upon graduation from
30 high school pupils in public schools and charter schools shall have received thirty minutes of
31 cardiopulmonary resuscitation instruction and training in the proper performance of the Heimlich
32 maneuver or other first aid for choking given any time during a pupil's four years of high school.

33 2. Beginning in school year 2017-18, any public school or charter school serving grades

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1 nine through twelve [may] shall provide enrolled students instruction in cardiopulmonary
2 resuscitation. Students with disabilities may participate to the extent appropriate as determined by
3 the provisions of the Individuals with Disabilities Education Act or Section 504 of the
4 Rehabilitation Act. Instruction [may be embedded in any health education course] shall be included
5 in the district's existing health or physical education curriculum. Instruction shall be based on a
6 program established by the American Heart Association or the American Red Cross, or through a
7 nationally recognized program based on the most current national evidence-based emergency
8 cardiovascular care guidelines, and psychomotor skills development shall be incorporated into the
9 instruction. For purposes of this section, "psychomotor skills" means the use of hands-on practicing
10 and skills testing to support cognitive learning.

11 [2.] 3. The teacher of the cardiopulmonary resuscitation course or unit shall not be required
12 to be a certified trainer of cardiopulmonary resuscitation if the instruction is not designed to result in
13 certification of students. Instruction that is designed to result in certification being earned shall be
14 required to be taught by an authorized cardiopulmonary instructor. Schools may develop
15 agreements with any local chapter of a voluntary organization of first responders to provide the
16 required hands-on practice and skills testing.

17 [3.] 4. The department of elementary and secondary education may promulgate rules to
18 implement this section. Any rule or portion of a rule, as that term is defined in section 536.010, that
19 is created under the authority delegated in this section shall become effective only if it complies
20 with and is subject to all of the provisions of chapter 536 and, if applicable, section 536.028. This
21 section and chapter 536 are nonseverable and if any of the powers vested with the general assembly
22 pursuant to chapter 536 to review, to delay the effective date, or to disapprove and annul a rule are
23 subsequently held unconstitutional, then the grant of rulemaking authority and any rule proposed or
24 adopted after August 28, 2012, shall be invalid and void.

25 173.478. No public institution of higher education that receives public funding shall pay for
26 or reimburse out-of-state travel expenses for spouses of full-time institution employees unless such
27 spouse is also employed by the institution on a full-time basis.

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
30 poor spelling and decoding abilities that typically result from a deficit in the phonological
31 component of language, often unexpected in relation to other cognitive abilities and the provision of
32 effective classroom instruction, and of which secondary consequences may include problems in
33 reading comprehension and reduced reading experience that can impede growth of vocabulary and
34 background knowledge. Nothing in this section shall prohibit a district from assessing students for
35 dyslexia and offering students specialized reading instruction if a determination is made that a
36 student suffers from dyslexia. Unless required by federal law, nothing in this definition shall require
37 a student with dyslexia to be automatically determined eligible as a student with a disability.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

21 (13) A representative from an independent private provider or nonprofit organization
 22 servicing individuals with dyslexia;

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

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

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

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

30 (18) A pediatrician with knowledge of dyslexia.

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

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

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

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

48 (2) Recommend an evidence-based reading instruction, with consideration of the National

1 Reading Panel Report and Orton-Gillingham methodology principles for use in all Missouri schools,
2 and intervention system, including a list of effective dyslexia intervention programs, to address
3 dyslexia or characteristics of dyslexia for use by schools in multi-tiered systems of support and for
4 services as appropriate for special education eligible students;

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

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

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

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

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

19 8. The task force authorized under this section shall expire on August 31, 2018."; and
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21 Further amend said bill, Pages 4-5, Section B, Lines 1-5, by deleting all of said lines and inserting in
22 lieu thereof the following:
23

24 "Section B. Because of the importance of providing financial aid for Missouri high school
25 graduates, section 160.545 of section A of this act is deemed necessary for the immediate
26 preservation of the public health, welfare, peace, and safety, and is hereby declared to be an
27 emergency act within the meaning of the constitution, and section 160.545 of section A of this act
28 shall be in full force and effect upon its passage and approval."; and
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30 Further amend said bill by amending the title, enacting clause, and intersectional references
31 accordingly.