

2019 DRAFTING REQUEST

Bill

For: Legislative Council -study cmmte 504-5724 Drafter: kpleviak

By: Jessica Ozalp Secondary Drafters:

Date: 9/20/2018 May Contact:

Same as LRB:

Submit via email: YES
Requester's email: Jessica.Ozalp@legis.wisconsin.gov
Carbon copy (CC) to: krista.pleviak@legis.wisconsin.gov, fern.knepp@legis.wisconsin.gov, Julia.norsetter@legis.wisconsin.gov

Pre Topic:

No specific pre topic given

Topic:

Dyslexia Study Committee: dyslexia specialist at DPI

Instructions:

See attached

Drafting History:

Table with columns: Vers., Drafted, Reviewed, Submitted, Jacketed, Required. Rows include draft versions /?, /P1, /P2, /P3 with associated names and dates.

per

For Assembly

<u>Vers.</u>	<u>Drafted</u>	<u>Reviewed</u>	<u>Submitted</u>	<u>Jacketed</u>	<u>Required</u>
/1	kpleviak 11/14/2018	eweiss 11/13/2018	mbarman 11/13/2018		State
/2		eweiss 11/15/2018	lparisi 11/15/2018	dwalker 2/13/2019	State

FE Sent For:

<END>

*At Intro*

Leg Council  
Jessica Orzoff

Dyslexia Study Committee drafting request #2

Dyslexia specialist at DPI

1.0 FTE funded at a salary identified by DPI's Mike Thompson — \$

Use Minnesota's law as a model

The guide book

responsibility - Specialist  
to participate guidebook

**120B.122 DYSLEXIA SPECIALIST.**

Subdivision 1. **Purpose.** The department must employ a dyslexia specialist to provide technical assistance for dyslexia and related disorders and to serve as the primary source of information and support for schools in addressing the needs of students with dyslexia and related disorders. The dyslexia specialist shall also act to increase professional awareness and instructional competencies to meet the educational needs of students with dyslexia or identified with risk characteristics associated with dyslexia and shall develop implementation guidance and make recommendations to the commissioner consistent with section 122A.06, subdivision 4, to be used to assist general education teachers and special education teachers to recognize educational needs and to improve literacy outcomes for students with dyslexia or identified with risk characteristics associated with dyslexia, including recommendations related to increasing the availability of online and asynchronous professional development programs and materials.

Subd. 2. **Definition.** For purposes of this section, a "dyslexia specialist" means a dyslexia therapist, licensed psychologist, licensed speech-language pathologist, or certified dyslexia training specialist who has a minimum of three years of field experience in screening, identifying, and treating dyslexia and related disorders.

Subd. 3. **Requirements.** A dyslexia specialist shall be highly trained in dyslexia and related disorders and in using interventions and treatments that are evidence-based, multisensory, direct, explicit, structured, and sequential in the areas of phonics, phonemic awareness, vocabulary, fluency, and comprehension.

**History:** 1Sp2017 c 5 art 2 s 8

## Pleviak, Krista

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**From:** Knepp, Fern  
**Sent:** Wednesday, September 19, 2018 2:40 PM  
**To:** Pleviak, Krista  
**Subject:** FW: Dyslexia Specialist funding question

FYI-

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**From:** Ozalp, Jessica  
**Sent:** Wednesday, September 19, 2018 2:38 PM  
**To:** Thompson, Michael J - DPI <Michael.Thompson@dpi.wi.gov>  
**Cc:** Pettack, Dee DPI <Deanna.Pettack@dpi.wi.gov>; Knepp, Fern <Fern.Knepp@legis.wisconsin.gov>  
**Subject:** RE: Dyslexia Specialist funding question

Thank you Mike!

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**From:** Thompson, Michael J - DPI  
**Sent:** Wednesday, September 19, 2018 2:17 PM  
**To:** Ozalp, Jessica <Jessica.Ozalp@legis.wisconsin.gov>  
**Cc:** Pettack, Dee DPI <Deanna.Pettack@dpi.wi.gov>  
**Subject:** RE: Dyslexia Specialist funding question

Hi Jessica, this position would be classified as an education consultant at a cost of approximately \$95,000 annually. Let me know if you have additional questions.

Mike

Mike Thompson, PhD  
Deputy State Superintendent  
Wisconsin Department of Public Instruction  
125 South Webster Street  
P.O. Box 7841  
Madison, WI 53707-7841  
Phone: 608-266-3584 (office) 608-516-9822 (Mobile)  
E-mail: [michael.thompson@dpi.wi.gov](mailto:michael.thompson@dpi.wi.gov)

[Web](#), [Facebook](#), [Twitter](#), [YouTube](#), [DPI-Connect-Ed](#), [Newsletters](#)

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**From:** Ozalp, Jessica <Jessica.Ozalp@legis.wisconsin.gov>  
**Sent:** Wednesday, September 19, 2018 1:12 PM  
**To:** Thompson, Michael DPI <Michael.Thompson@dpi.wi.gov>  
**Subject:** Dyslexia Specialist funding question

Hi Mike,

Following up on our conversation regarding a salary for a Dyslexia Specialist position at DPI, below is the Minnesota language we are modeling the draft on for the Dyslexia Study Committee. Thank you for your input on this.

Best,  
Jessica

Jessica E. Ozalp  
Senior Staff Attorney  
Wisconsin Legislative Council  
[Jessica.Ozalp@legis.wisconsin.gov](mailto:Jessica.Ozalp@legis.wisconsin.gov)

<https://www.revisor.mn.gov/statutes/cite/120B.122>

**DYSLEXIA SPECIALIST.**

**Subdivision 1. Purpose.**

The department must employ a dyslexia specialist to provide technical assistance for dyslexia and related disorders and to serve as the primary source of information and support for schools in addressing the needs of students with dyslexia and related disorders. The dyslexia specialist shall also act to increase professional awareness and instructional competencies to meet the educational needs of students with dyslexia or identified with risk characteristics associated with dyslexia and shall develop implementation guidance and make recommendations to the commissioner consistent with section 122A.06, subdivision 4, to be used to assist general education teachers and special education teachers to recognize educational needs and to improve literacy outcomes for students with dyslexia or identified with risk characteristics associated with dyslexia, including recommendations related to increasing the availability of online and asynchronous professional development programs and materials.

**Subd. 2. Definition.**

For purposes of this section, a "dyslexia specialist" means a dyslexia therapist, licensed psychologist, licensed speech-language pathologist, or certified dyslexia training specialist who has a minimum of three years of field experience in screening, identifying, and treating dyslexia and related disorders.

**Subd. 3. Requirements.**

A dyslexia specialist shall be highly trained in dyslexia and related disorders and in using interventions and treatments that are evidence-based, multisensory, direct, explicit, structured, and sequential in the areas of phonics, phonemic awareness, vocabulary, fluency, and comprehension.

## **Pleviak, Krista**

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**From:** Ozalp, Jessica  
**Sent:** Thursday, September 27, 2018 3:43 PM  
**To:** Pleviak, Krista  
**Subject:** RE: Dyslexia Specialist

Yes.

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**From:** Pleviak, Krista  
**Sent:** Thursday, September 27, 2018 12:57 PM  
**To:** Ozalp, Jessica <Jessica.Ozalp@legis.wisconsin.gov>  
**Subject:** RE: Dyslexia Specialist

General program operations under s. 20.255 (1) (a)?

**Krista R. Pleviak**  
Legislative Attorney  
Wisconsin Legislative Reference Bureau  
P.O. Box 2037  
Madison, WI 53701-2037  
(608) 504-5818  
[krista.pleviak@legis.wisconsin.gov](mailto:krista.pleviak@legis.wisconsin.gov)

---

**From:** Ozalp, Jessica  
**Sent:** Thursday, September 27, 2018 11:34 AM  
**To:** Pleviak, Krista <[Krista.Pleviak@legis.wisconsin.gov](mailto:Krista.Pleviak@legis.wisconsin.gov)>  
**Subject:** RE: Dyslexia Specialist

GPR, please- just confirmed.

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**From:** Pleviak, Krista  
**Sent:** Thursday, September 27, 2018 10:46 AM  
**To:** Ozalp, Jessica <[Jessica.Ozalp@legis.wisconsin.gov](mailto:Jessica.Ozalp@legis.wisconsin.gov)>  
**Subject:** RE: Dyslexia Specialist

Got it. Thanks.

**Krista R. Pleviak**  
Legislative Attorney  
Wisconsin Legislative Reference Bureau  
P.O. Box 2037  
Madison, WI 53701-2037  
(608) 504-5818  
[krista.pleviak@legis.wisconsin.gov](mailto:krista.pleviak@legis.wisconsin.gov)

---

**From:** Ozalp, Jessica  
**Sent:** Thursday, September 27, 2018 10:43 AM  
**To:** Pleviak, Krista <[Krista.Pleviak@legis.wisconsin.gov](mailto:Krista.Pleviak@legis.wisconsin.gov)>  
**Subject:** RE: Dyslexia Specialist

Hi Krista,  
No need for drafter notes. We spoke to the Chair this morning and got a date of Jan. 1, 2020 to start the position. He will need to confer further with LFB before selecting an appropriation source.  
Thanks,  
J.

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**From:** Pleviak, Krista  
**Sent:** Thursday, September 27, 2018 9:12 AM  
**To:** Ozalp, Jessica <[Jessica.Ozalp@legis.wisconsin.gov](mailto:Jessica.Ozalp@legis.wisconsin.gov)>  
**Subject:** RE: Dyslexia Specialist

OK. I'll wait for your response on #4-5. Do you want me to include any notes in the draft regarding #1 and 3 or will you follow up on those items separately?

**Krista R. Pleviak**  
Legislative Attorney  
Wisconsin Legislative Reference Bureau  
P.O. Box 2037  
Madison, WI 53701-2037  
(608) 504-5818  
[krista.pleviak@legis.wisconsin.gov](mailto:krista.pleviak@legis.wisconsin.gov)

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**From:** Ozalp, Jessica  
**Sent:** Wednesday, September 26, 2018 2:42 PM  
**To:** Pleviak, Krista <[Krista.Pleviak@legis.wisconsin.gov](mailto:Krista.Pleviak@legis.wisconsin.gov)>  
**Cc:** Knepp, Fern <[Fern.Knepp@legis.wisconsin.gov](mailto:Fern.Knepp@legis.wisconsin.gov)>; Norsetter, Julia <[Julia.Norsetter@legis.wisconsin.gov](mailto:Julia.Norsetter@legis.wisconsin.gov)>  
**Subject:** RE: Dyslexia Specialist

Hi Krista,  
Thank you for your message. We have instructions to follow MN's example as a model, so to the extent we can do what they did, that is preferred. As to your specific questions:

1. Let's leave out the definitions and take the question to the committee at its next meeting.
2. Yes, "experience" should cover it since it is modified as "experience in screening, identifying, and treating dyslexia and related disorders."
3. The committee did not instruct us to change the MN language regarding job duties so the draft should follow MN language.
4. We can ask the Chair this question Thursday and get back to you.
5. We will ask the Chair.

Thank you!

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**From:** Pleviak, Krista  
**Sent:** Tuesday, September 25, 2018 5:35 PM  
**To:** Ozalp, Jessica <[Jessica.Ozalp@legis.wisconsin.gov](mailto:Jessica.Ozalp@legis.wisconsin.gov)>



Cc: Knepp, Fern <[Fern.Knepp@legis.wisconsin.gov](mailto:Fern.Knepp@legis.wisconsin.gov)>

Subject: Dyslexia Specialist

Jessica:

I'm handling the drafting request from the Dyslexia Study Committee regarding a dyslexia specialist at DPI. My understanding is that your first priority is to have a list of questions from the LRB regarding what information we might be missing or on which we need clarification before beginning the draft. To begin, I have the following questions and clarifications:

1. The instructions provide that the dyslexia specialist should be a dyslexia therapist, licensed psychologist, licensed speech-language pathologist, or certified dyslexia training specialist. Do you want to clarify or define any of these terms? For example:
  - a. What is a "dyslexia therapist" or "certified dyslexia training specialist"? Do those terms imply certain training, education, or experience? Are those professions licensed, certified, or otherwise credentialed? If yes, by whom?
  - b. Does "licensed psychologist" have the meaning given in s. 455.01 (4), stats.? Does it include a "school psychologist" under ch. 118, stats.?
  - c. Does "licensed speech-language pathologist" mean a person licensed under subch. II of ch. 459, stats.? Does it include a speech and language pathologist licensed by DPI?
2. The instructions provide that the dyslexia specialist should have a minimum of three years of field experience in certain areas. I'm not sure what is intended by "field" experience. Can we just say "experience"?
3. The instructions provide that the dyslexia specialist will provide certain assistance to schools. Do you want to limit the dyslexia specialist's responsibilities only to schools, or do you want to also include pupils and their parents/guardians?
4. From what appropriation will the new FTE position be funded?
5. What is the start date for the new FTE position (if something other than the effective date of the bill)?

Feel free to give me a call if you would like to discuss.

Krista

**Krista R. Pleviak**

Legislative Attorney

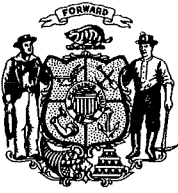
Wisconsin Legislative Reference Bureau

P.O. Box 2037

Madison, WI 53701-2037

(608) 504-5818

[krista.pleviak@legis.wisconsin.gov](mailto:krista.pleviak@legis.wisconsin.gov)



State of Wisconsin  
2019 - 2020 LEGISLATURE

IN: 10/04/18

DUE: 10/08/18 (Mon.)

PI  
LRB-0368(?)

KRP:...

emw

**PRELIMINARY DRAFT - NOT READY FOR INTRODUCTION**

SA ✓  
X ✓  
PWF ✓

Gen. ✓

1 AN ACT **relating to:** employing a dyslexia specialist at the Department of  
2 Public Instruction and making an appropriation. ✓

***Analysis by the Legislative Reference Bureau***

This bill requires the State Superintendent of Public Instruction to employ a dyslexia specialist with certain experience and qualifications to do all of the following:

1. Provide schools with information, technical assistance, and support related to dyslexia and related disorders and to addressing the needs of pupils with dyslexia and related disorders.
2. Increase professional awareness in schools, and instructional competencies of teachers, to meet the educational needs of pupils with dyslexia and related disorders or identified with risk characteristics associated with dyslexia and related disorders.
3. Develop implementation guidance and make recommendations to the state superintendent for adoption of comprehensive, scientifically based reading instruction programs to be used to assist regular education teachers and special education teachers to recognize educational needs of and improve literacy outcomes for pupils with dyslexia and related disorders or identified with risk characteristics associated with dyslexia and related disorders, including recommendations related to increasing the availability of online professional development programs and materials.

The bill authorizes a new position at the Department of Public Instruction for this purpose.

For further information see the *state* fiscal estimate, which will be printed as an appendix to this bill.

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***The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:***

X

1 SECTION 1. 115.28 (66) of the statutes is created to read:

2 115.28 (66) DYSLEXIA SPECIALIST. (a) Employ a dyslexia specialist who has all  
3 of the following qualifications:

4 1. The individual is a dyslexia therapist, licensed psychologist, licensed  
5 speech-language pathologist, or certified dyslexia training specialist.

6 2. The individual has a minimum of 3 years of experience in screening,  
7 identifying, and treating dyslexia and related disorders.

8 3. The individual has received advanced training in, and is knowledgeable  
9 about, dyslexia and related disorders and using interventions and treatments that  
10 are evidence-based, multisensory, direct, explicit, structured, and sequential in the  
11 areas of phonics, phonemic awareness, vocabulary, fluency, and comprehension.

12 (b) Employ a dyslexia specialist under par. (a) to do all of the following:

13 1. Provide schools with information, technical assistance, and support related  
14 to dyslexia and related disorders and to addressing the needs of pupils with dyslexia  
15 and related disorders.

16 2. Increase professional awareness in schools, and instructional competencies  
17 of teachers, to meet the educational needs of pupils with dyslexia and related  
18 disorders or identified with risk characteristics associated with dyslexia and related  
19 disorders.

20 3. Develop implementation guidance and make recommendations to the state  
21 superintendent for adoption of comprehensive, scientifically based reading

1 instruction programs to be used to assist regular education teachers and special  
2 education teachers to recognize educational needs of and improve literacy outcomes  
3 for pupils with dyslexia and related disorders or identified with risk characteristics  
4 associated with dyslexia and related disorders, including recommendations related  
5 to increasing the availability of online professional development programs and  
6 materials.

7 **SECTION 2. Fiscal changes.**

8 (1) In the schedule under s. 20.005 (3) for the appropriation to the department  
9 of public instruction under s. 20.255 (1) (a), the dollar amount for fiscal year 2019-20  
10 is increased by \$47,500 to increase the authorized FTE positions for the department  
11 by 1.0 GPR position on January 1, 2020, for the purpose of employing the dyslexia  
12 specialist described in s. 115.28 (66). In the schedule under s. 20.005 (3) for the  
13 appropriation to the department of public instruction under s. 20.255 (1) (a), the  
14 dollar amount for fiscal year 2020-21 is increased by \$95,000 to provide funding for  
15 the position authorized under this subsection.

16 **SECTION 3. Effective date.**

17 (1) This act takes effect on the day after publication, or on the 2nd day after  
18 publication of the 2019 biennial budget act, whichever is later.

19 (END)

## Pleviak, Krista

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**From:** Ozalp, Jessica  
**Sent:** Wednesday, October 24, 2018 10:14 AM  
**To:** Pleviak, Krista  
**Cc:** Norsetter, Julia  
**Subject:** LRB-0368/P1

Hi Krista,

After its deliberations today the Dyslexia study committee has the following requests for amendments to LRB-0368/P1:

- ✓ Instead of 3 years of experience in line 6 page 2, please require 5 years
- ✓ In addition to the qualification requirements in the P1 draft, please require certification as one of the following: Fellow of the Academy of Orton-Gillingham Practitioners and Educators; certification by ALTA as a Certified Academic Language Therapist (CALT) or a Certified Academic Language Practitioner (CALP); or Tier 3 certification by the International Dyslexia Association.
- ✓ Instead of “dyslexia and related disorders,” throughout, please use “dyslexia and related conditions” (also in LRB Analysis)
- ✓ Instead of “evidence-based” on p. 2 line 10, please use “scientifically based” as in s. 121.02(1)(c)3.
- ✓ Correct grammatical error (“to addressing”) p. 2 line 14 (also in LRB Analysis)
- ✓ Delete “adoption of” in line 21 p. 2
- ✓ Instead of “instruction programs” on p. 3 line 1, please use “instructional practices and strategies” (also in LRB Analysis)

Feel free to call me or Julia with any questions. Thank you,  
Jessica

Jessica E. Ozalp  
Senior Staff Attorney  
Wisconsin Legislative Council  
[Jessica.Ozalp@legis.wisconsin.gov](mailto:Jessica.Ozalp@legis.wisconsin.gov)

## Pleviak, Krista

---

**From:** Ozalp, Jessica  
**Sent:** Thursday, October 25, 2018 10:46 AM  
**To:** Pleviak, Krista  
**Cc:** Norsetter, Julia  
**Subject:** certification titles

Hi Krista,

I have new information confirmed from committee members who had to reach out to the organizations: the below list would be the correct titles for the certification to require for the dyslexia specialist position. Thanks,

Jessica

"certification as one of the following: Fellow of the Academy of Orton-Gillingham Practitioners and Educators; certification by the Academic Language Therapy Association as either a (1) Certified Academic Language Therapist (CALT) or a (2) Instructor of Certified Academic Language Practitioner (ICALP); or certification by the Center for Effective Reading Instruction as either a (1) Structured Literacy/Dyslexia Interventionist or (2) Structured Literacy/Dyslexia Specialist."

Jessica E. Ozalp  
Senior Staff Attorney  
Wisconsin Legislative Council  
[Jessica.Ozalp@legis.wisconsin.gov](mailto:Jessica.Ozalp@legis.wisconsin.gov)

504-5724

10/29/18 Per telephone call with Jessica:

- \* The certification titles are a requirement in addition to those under sub. (66)(a). Make the requirement a one-time application and place in the non-stats.
- \* On page 2, line 4: psychologist licensed under under ch. 455, stats., or a "school psychologist" under ch. 118, stats.
- \* On page 2, lines 4-5: speech language pathologist licensed under ch. 459 subch. 11, stats.
- \* On page 2, line 5: delete "certified"

## Pleviak, Krista

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**From:** Ozalp, Jessica  
**Sent:** Thursday, October 25, 2018 12:03 PM  
**To:** Norsetter, Julia; Pleviak, Krista  
**Subject:** FW: Credentials

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

---

**From:** Donna Hejtmanek <dhejtmanek@yahoo.com>  
**Sent:** Thursday, October 25, 2018 12:01 PM  
**To:** Ozalp, Jessica <Jessica.Ozalp@legis.wisconsin.gov>  
**Subject:** Fwd: Credentials

Hi Jessica,

Here is a second response I have from people who know these certifications well. See if they coincide with what I sent you yesterday.

Donna Hejtmanek M.S.,  
M.S.Ed.

[dhejtmanek@yahoo.com](mailto:dhejtmanek@yahoo.com)

715-525-2259

Reading Science Works!

<http://decodingdyslexiawi.org/>

<https://twitter.com/ddwi13>

<https://www.facebook.com/DecodingDyslexiaWi/>

Begin forwarded message:

**From:** "Dr. Tammy Tillotson - CDCUW Director" <[cdcuwd@gmail.com](mailto:cdcuwd@gmail.com)>  
**Subject:** Credentials  
**Date:** October 25, 2018 at 11:05:48 AM CDT  
**To:** Donna Hejtmanek <[dhejtmanek@yahoo.com](mailto:dhejtmanek@yahoo.com)>

Hi Donna,

These are good. I would encourage a slight modification.....

i-CALP rather than CALP which is an INSTRUCTOR of Certified Academic Language Practitioners, conferred by Academic Language Therapy Association (ALTA)

This is more rigorous and in line with the skills and knowledge we would want in that role.

CALT is Certified Academic Language Therapist conferred by ALTA a more advanced credential.

This is good because it again requires that more rigorous training.

I would add QI – Qualified Instructor which is the highest, most rigorous certification anyone can receive through ALTA.

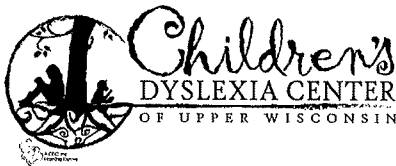
Fellow of Orton-Gillingham Academy is good.

Tier 3 Certified Dyslexia Therapist is good.

Thank you for being a strong voice in WI!!!! I am grateful!

Warmest regards,

Dr. Tammy Tillotson, i-CALP, CDT  
Center Director



A: 616 Graham Ave., Eau Claire, WI 54701

P: 715.598.4986

W: [www.wicdc.org](http://www.wicdc.org)

E: [cdcuwd@gmail.com](mailto:cdcuwd@gmail.com)

Children's Dyslexia Center of Upper Wisconsin is a locally funded nonprofit organization founded by the Scottish Rite Masonic organization whose mission is to provide high quality training to adults who then provide multi-sensory, explicit, systematic, direct, 1-to-1 instruction to children who struggle with language.





State of Wisconsin  
2019 - 2020 LEGISLATURE

IN: 10/30/18

DUE: 11/1/18 (Thurs.)

LRB-0368(P1)  
KRP:emw

P2

RMK

**PRELIMINARY DRAFT - NOT READY FOR INTRODUCTION**

JAV  
VOP  
PWF

Regen.

1 AN ACT to create 115.28 (66) of the statutes; relating to: employing a dyslexia  
2 specialist at the Department of Public Instruction and making an  
3 appropriation.

**Analysis by the Legislative Reference Bureau**

This bill requires the state superintendent of public instruction to employ a dyslexia specialist with certain experience and qualifications to do all of the following:

1. Provide schools with information, technical assistance, and support related to dyslexia and related disorders and to addressing the needs of pupils with dyslexia and related disorders.
2. Increase professional awareness in schools, and instructional competencies of teachers, to meet the educational needs of pupils with dyslexia and related disorders or identified with risk characteristics associated with dyslexia and related disorders.
3. Develop implementation guidance and make recommendations to the state superintendent for adoption of comprehensive, scientifically based reading instruction programs to be used to assist regular education teachers and special education teachers to recognize educational needs of and improve literacy outcomes for pupils with dyslexia and related disorders or identified with risk characteristics associated with dyslexia and related disorders, including recommendations related to increasing the availability of online professional development programs and materials.

The bill authorizes a new position at the Department of Public Instruction for this purpose.

conditions.  
2. Provide schools with information, technical assistance, and support related to P

practices and strategies

conditions

For further information see the *state* fiscal estimate, which will be printed as an appendix to this bill.

**The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:**

1 SECTION 1. 115.28 (66) of the statutes is created to read:

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INSERT  
2-4

4 1. The individual is a dyslexia therapist, licensed psychologist, licensed  
5 speech-language pathologist, or certified dyslexia training specialist.

6 2. The individual has a minimum of 3 years of experience in screening,  
7 identifying, and treating dyslexia and related disorders. conditions

8 3. The individual has received advanced training in, and is knowledgeable  
9 about, dyslexia and related disorders and using interventions and treatments that  
10 are evidence-based, scientifically, multisensory, direct, explicit, structured, and sequential in the  
11 areas of phonics, phonemic awareness, vocabulary, fluency, and comprehension.

12 (b) Employ a dyslexia specialist under par. (a) to do all of the following:

13 1. Provide schools with information, technical assistance, and support related  
14 to dyslexia and related disorders and to addressing the needs of pupils with dyslexia  
15 and related disorders.

INSERT  
2-16

16 2. Increase professional awareness in schools, and instructional competencies  
17 of teachers, to meet the educational needs of pupils with dyslexia and related  
18 disorders or identified with risk characteristics associated with dyslexia and related  
19 disorders. conditions.

20 3. Develop implementation guidance and make recommendations to the state  
21 superintendent for adoption of comprehensive, scientifically based reading

practices and strategies

1 instruction programs to be used to assist regular education teachers and special  
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 3 for pupils with dyslexia and related disorders or identified with risk characteristics  
 4 associated with dyslexia and related disorders, including recommendations related  
 5 to increasing the availability of online professional development programs and  
 6 materials.

INSERT  
3-7

**SECTION 2. Fiscal changes.**

8 (1) In the schedule under s. 20.005 (3) for the appropriation to the department  
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 13 appropriation to the department of public instruction under s. 20.255 (1) (a), the  
 14 dollar amount for fiscal year 2020-21 is increased by \$95,000 to provide funding for  
 15 the position authorized under this subsection.

**SECTION 3. Effective date.**

17 (1) This act takes effect on the day after publication, or on the 2nd day after  
 18 publication of the 2019 biennial budget act, whichever is later.

(END)

INSERT 2-4

1           1. The individual is a dyslexia therapist, dyslexia training specialist,  
2           psychologist or private practice school psychologist licensed under ch. 455, school  
3           psychologist licensed by the department, speech-language pathologist licensed  
4           under subch. II of ch. 459, or speech and language pathologist licensed by the  
5           department.

(END INSERT 2-4)

INSERT 2-16

6           2. Provide schools with information, technical assistance, and support related  
7           to addressing the needs of pupils with dyslexia and related conditions.

(END INSERT 2-16)

INSERT 3-7

8           **SECTION 1. Nonstatutory provisions.**

9           (1) Beginning on January 1, 2020, and ending on July 1, 2021, the state  
10          superintendent of public instruction shall employ a dyslexia specialist under s.  
11          115.28 (66) who, in addition to the qualifications described under s. 115.28 (66) (a),  
12          has any of the following qualifications:

13           (a) The individual has fellow-level certification by the Academy of  
14          Orton-Gillingham Practitioners and Educators.

15           (b) The individual has any of the following categories of membership in the  
16          Academic Language Therapy Association:

17           1. Instructor of certified academic language practitioner.

18           2. Certified academic language therapist.

- 1 3. Qualified instructor.
- 2 (c) The individual has a certification with the Center for Effective Reading
- 3 Instruction as a "structured literacy/dyslexia interventionist" or "structured
- 4 literacy/dyslexia specialist."
- 5 (d) The individual has a tier 3 certification awarded by the International
- 6 Dyslexia Association.

\*\*\*\*NOTE: Does the IDA currently award this certification? It is unclear from the association's website whether the association now issues all certifications through the Center for Effective Reading Instruction. Can you confirm?

(END INSERT 3-7)

## **Pleviak, Krista**

---

**From:** Ozalp, Jessica  
**Sent:** Thursday, November 8, 2018 9:37 AM  
**To:** Pleviak, Krista  
**Cc:** Norsetter, Julia  
**Subject:** LRB 0368/P2

Hi Krista,

Thank you for raising the question in your note on p. 4 of this draft. I have confirmed that we should delete (d) on line 4 of p. 4, as an individual certified under the former IDA Tier 3 would have to renew under CERI to stay current.

Best,  
Jessica

Jessica E. Ozalp  
Senior Staff Attorney  
Wisconsin Legislative Council  
[Jessica.Ozalp@legis.wisconsin.gov](mailto:Jessica.Ozalp@legis.wisconsin.gov)



State of Wisconsin  
2019 - 2020 LEGISLATURE

IN: 11/09/18  
DUE: 11/13/18 (Tues.)

P3  
LRB-0368/P2  
KRP:emw

AMR

**PRELIMINARY DRAFT - NOT READY FOR INTRODUCTION**

- 1     **AN ACT to create** 115.28 (66) of the statutes; **relating to:** employing a dyslexia  
2           specialist at the Department of Public Instruction and making an  
3           appropriation.

---

***Analysis by the Legislative Reference Bureau***

This bill requires the state superintendent of public instruction to employ a dyslexia specialist with certain experience and qualifications to do all of the following:

1. Provide schools with information, technical assistance, and support related to dyslexia and related conditions.
2. Provide schools with information, technical assistance, and support related to addressing the needs of pupils with dyslexia and related conditions.
3. Increase professional awareness in schools, and instructional competencies of teachers, to meet the educational needs of pupils with dyslexia and related conditions or identified with risk characteristics associated with dyslexia and related conditions.
4. Develop implementation guidance and make recommendations to the state superintendent for comprehensive, scientifically based reading instruction practices and strategies to be used to assist regular education teachers and special education teachers to recognize educational needs of and improve literacy outcomes for pupils with dyslexia and related conditions or identified with risk characteristics associated with dyslexia and related conditions, including recommendations related to increasing the availability of online professional development programs and materials.

The bill authorizes a new position at the Department of Public Instruction for this purpose.

For further information see the *state* fiscal estimate, which will be printed as an appendix to this bill.

---

*The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:*

1           **SECTION 1.** 115.28 (66) of the statutes is created to read:

2           **115.28 (66) DYSLEXIA SPECIALIST.** (a) Employ a dyslexia specialist who has all  
3 of the following qualifications:

4           1. The individual is a dyslexia therapist, dyslexia training specialist,  
5 psychologist or private practice school psychologist licensed under ch. 455, school  
6 psychologist licensed by the department, speech-language pathologist licensed  
7 under subch. II of ch. 459, or speech and language pathologist licensed by the  
8 department.

9           2. The individual has a minimum of 5 years of experience in screening,  
10 identifying, and treating dyslexia and related conditions.

11           3. The individual has received advanced training in, and is knowledgeable  
12 about, dyslexia and related conditions and using interventions and treatments that  
13 are scientifically based, multisensory, direct, explicit, structured, and sequential in  
14 the areas of phonics, phonemic awareness, vocabulary, fluency, and comprehension.

15           (b) Employ a dyslexia specialist under par. (a) to do all of the following:

16           1. Provide schools with information, technical assistance, and support related  
17 to dyslexia and related conditions.

18           2. Provide schools with information, technical assistance, and support related  
19 to addressing the needs of pupils with dyslexia and related conditions.



1           3. Increase professional awareness in schools, and instructional competencies  
2 of teachers, to meet the educational needs of pupils with dyslexia and related  
3 conditions or identified with risk characteristics associated with dyslexia and related  
4 conditions.

5           4. Develop implementation guidance and make recommendations to the state  
6 superintendent for comprehensive, scientifically based reading instruction practices  
7 and strategies to be used to assist regular education teachers and special education  
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10 with dyslexia and related conditions, including recommendations related to  
11 increasing the availability of online professional development programs and  
12 materials.

13           **SECTION 2. Nonstatutory provisions.**

14           (1) Beginning on January 1, 2020, and ending on July 1, 2021, the state  
15 superintendent of public instruction shall employ a dyslexia specialist under s.  
16 115.28 (66) who, in addition to the qualifications described under s. 115.28 (66) (a),  
17 has any of the following qualifications:

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19 Orton-Gillingham Practitioners and Educators.

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21 Academic Language Therapy Association:

22           1. Instructor of certified academic language practitioner.

23           2. Certified academic language therapist.

24           3. Qualified instructor.

1 (c) The individual has a certification with the Center for Effective Reading  
2 Instruction as a structured literacy/dyslexia interventionist or structured  
3 literacy/dyslexia specialist.

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5 ~~Dyslexia Association.~~

\*\*\*\*NOTE: Does the IDA currently award this certification? It is unclear from the  
association's website whether the association now issues all certifications through the  
Center for Effective Reading Instruction. Can you confirm?

6 **SECTION 3. Fiscal changes.**

7 (1) In the schedule under s. 20.005 (3) for the appropriation to the department  
8 of public instruction under s. 20.255 (1) (a), the dollar amount for fiscal year 2019-20  
9 is increased by \$47,500 to increase the authorized FTE positions for the department  
10 by 1.0 GPR position on January 1, 2020, for the purpose of employing the dyslexia  
11 specialist described in s. 115.28 (66). In the schedule under s. 20.005 (3) for the  
12 appropriation to the department of public instruction under s. 20.255 (1) (a), the  
13 dollar amount for fiscal year 2020-21 is increased by \$95,000 to provide funding for  
14 the position authorized under this subsection.

15 **SECTION 4. Effective date.**

16 (1) This act takes effect on the day after publication, or on the 2nd day after  
17 publication of the 2019 biennial budget act, whichever is later.

18 (END)

## **Pleviak, Krista**

---

**From:** Norsetter, Julia  
**Sent:** Tuesday, November 13, 2018 9:15 AM  
**To:** Pleviak, Krista  
**Cc:** Ozalp, Jessica  
**Subject:** LRB-0368/P2

Hi Krista,

I understand that you are working on an edit to the draft above, relating to a dyslexia specialist. Once you complete the edit, can you please re-jacket the draft as a /1 instead of a P3? If you are able to have the draft before Friday, that would be much appreciated. Thank you in advance for your assistance.

Regards,  
Julia

Julia Norsetter  
Staff Attorney  
Wisconsin Legislative Council  
(608) 504-5722  
[julia.norsetter@legis.wi.gov](mailto:julia.norsetter@legis.wi.gov)



State of Wisconsin  
2019 - 2020 LEGISLATURE

TODAY

LRB-0368/P3

KRP:emw

RMR

PRELIMINARY DRAFT - NOT READY FOR INTRODUCTION

NO CHANGES

- 1 AN ACT *to create* 115.28 (66) of the statutes; **relating to:** employing a dyslexia  
2 specialist at the Department of Public Instruction and making an  
3 appropriation.

---

***Analysis by the Legislative Reference Bureau***

This bill requires the state superintendent of public instruction to employ a dyslexia specialist with certain experience and qualifications to do all of the following:

1. Provide schools with information, technical assistance, and support related to dyslexia and related conditions.
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3. Increase professional awareness in schools, and instructional competencies of teachers, to meet the educational needs of pupils with dyslexia and related conditions or identified with risk characteristics associated with dyslexia and related conditions.
4. Develop implementation guidance and make recommendations to the state superintendent for comprehensive, scientifically based reading instruction practices and strategies to be used to assist regular education teachers and special education teachers to recognize educational needs of and improve literacy outcomes for pupils with dyslexia and related conditions or identified with risk characteristics associated with dyslexia and related conditions, including recommendations related to increasing the availability of online professional development programs and materials.

The bill authorizes a new position at the Department of Public Instruction for this purpose.

For further information see the *state* fiscal estimate, which will be printed as an appendix to this bill.

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7 under subch. II of ch. 459, or speech and language pathologist licensed by the  
8 department.

9           2. The individual has a minimum of 5 years of experience in screening,  
10 identifying, and treating dyslexia and related conditions.

11           3. The individual has received advanced training in, and is knowledgeable  
12 about, dyslexia and related conditions and using interventions and treatments that  
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17 to dyslexia and related conditions.

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2 of teachers, to meet the educational needs of pupils with dyslexia and related  
3 conditions or identified with risk characteristics associated with dyslexia and related  
4 conditions.

5           4. Develop implementation guidance and make recommendations to the state  
6 superintendent for comprehensive, scientifically based reading instruction practices  
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11 dollar amount for fiscal year 2020-21 is increased by \$95,000 to provide funding for  
12 the position authorized under this subsection.

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14 (1) This act takes effect on the day after publication, or on the 2nd day after  
15 publication of the 2019 biennial budget act, whichever is later.

16 (END)

## Pleviak, Krista

---

**From:** Norsetter, Julia  
**Sent:** Wednesday, November 14, 2018 12:56 PM  
**To:** Pleviak, Krista  
**Subject:** LRB 0368/1 dyslexia specialist draft-- pref note

Hi Krista,

I left you a voicemail this morning indicating that I forgot to request that you insert a Leg. Council prefatory note into the dyslexia specialist draft. I apologize for having forgotten. Please put the following prefatory note into the draft. From bill drafts I have reviewed from prior study committees, it appears that the LC pref note replaces the LRB analysis. Thank you again for your help, and again I apologize for having forgotten to include this in my last set of instructions. If you are able to forward us the new draft by this Friday or the following Monday, we would very much appreciate it. Many thanks, Julia

---

JOINT LEGISLATIVE COUNCIL PREFATORY NOTE: This draft was prepared for the Joint Legislative Council's Study Committee on Identification and Management of Dyslexia.

Testimony before the committee indicated that several states have created a position for a dyslexia specialist at the state or school district level. In Maine and Minnesota, such positions are housed in the state department of education. Duties of dyslexia specialists in other states include providing technical assistance for dyslexia and related disorders, and serving as the primary source of information and support for schools in addressing the needs of students with dyslexia and related disorders.

At its September 18, 2018 meeting, the committee discussed legislation creating a dyslexia specialist position in the Department of Public Instruction and instructed the Legislative Council to have this bill drafted. The committee decided to include detailed qualification requirements for the position, noting that an individual with specialized training in dyslexia concerns would be best prepared to assist with the remediation of dyslexia and related conditions.

This draft requires the Department of Public Instruction (DPI) to hire a dyslexia specialist beginning in the 2019-2020 school year, and provides \$95,000 per year to fund this position. The dyslexia specialist's duties are to:

1. Provide schools with information, technical assistance, and support related to dyslexia and related conditions.
2. Provide schools with information, technical assistance, and support related to addressing the needs of pupils with dyslexia and related conditions.
3. Increase professional awareness in schools, and instructional competencies of teachers, to meet the educational needs of pupils with dyslexia and related conditions or identified with risk characteristics associated with dyslexia and related conditions.
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State of Wisconsin  
2019 - 2020 LEGISLATURE

LRB-0368/1  
KRP:emw

W: 11/14/18  
DUE: 11/16/18 (Fri.)

2019 BILL

RMR

SAY  
X  
PWT

regan

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INSERT  
A-1

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**BILL**

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For further information see the *state* fiscal estimate, which will be printed as an appendix to this bill.

\*

leave in

*The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:*

INSERT  
2-1



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- 19 to addressing the needs of pupils with dyslexia and related conditions.

**BILL**

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**BILL**

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11 dollar amount for fiscal year 2020-21 is increased by \$95,000 to provide funding for  
12 the position authorized under this subsection.

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14 (1) This act takes effect on the day after publication, or on the 2nd day after  
15 publication of the 2019 biennial budget act, whichever is later.

16 (END)

**2019-2020 DRAFTING INSERT**  
**FROM THE**  
**LEGISLATIVE REFERENCE BUREAU**

LRB-0368/2ins  
KRP:...

**INSERT A-1**

This bill is explained in the NOTES provided by the Joint Legislative Council in the bill. ✓

**(END INSERT A-1)**

**INSERT 2-1**

\*  
\*  
\*  
JOINT LEGISLATIVE COUNCIL PREFATORY NOTE: This bill was prepared for the Joint Legislative Council Study Committee on Identification and Management of Dyslexia. Testimony before the committee indicated that several states have created a position for a dyslexia specialist at the state or school district level. In Maine and Minnesota, such positions are housed in the state departments of education. Duties of dyslexia specialists in other states include providing technical assistance for dyslexia and related conditions, and serving as the primary source of information and support for schools in addressing the needs of students with dyslexia and related conditions. At its September 18, 2018, meeting, the committee discussed legislation creating a dyslexia specialist position in the Department of Public Instruction and instructed the Legislative Council to have the bill drafted. The committee decided to include detailed qualification requirements for the position, noting that an individual with specialized training in dyslexia concerns would be best prepared to assist with the remediation of dyslexia and related conditions.

The bill requires DPI to hire a dyslexia specialist beginning in the 2019-20 school year and provides \$95,000 per year to fund this position. The dyslexia specialist's duties are to 1) provide schools with information, technical assistance, and support related to dyslexia and related conditions; 2) provide schools with information, technical assistance, and support related to addressing the needs of pupils with dyslexia and related conditions; 3) increase professional awareness in schools, and instructional competencies of teachers, to meet the educational needs of pupils with dyslexia and related conditions or identified with risk characteristics associated with dyslexia and related conditions; and 4) develop implementation guidance and make recommendations to the state superintendent of public instruction for comprehensive, scientifically based reading instruction practices and strategies to be used to assist regular education teachers and special education teachers to recognize educational needs of and improve literacy outcomes for pupils with dyslexia and related conditions or identified with risk characteristics associated with dyslexia and related conditions, including recommendations related to increasing the availability of online professional development programs and materials.

**(END INSERT 2-1)**