



WISCONSIN LEGISLATIVE COUNCIL

MEETING MINUTES

STUDY COMMITTEE ON IDENTIFICATION AND MANAGEMENT OF DYSLEXIA

Room 412 East
State Capitol
Madison, WI

December 4, 2018
10:00 a.m. - 11:45 a.m.

Call to Order and Roll Call

Chair Kulp called the meeting to order. A quorum was present.

COMMITTEE MEMBERS
PRESENT:

Chair Bob Kulp; Vice Chair Patty Schachtner; Reps. Mike Rohrkaste and Amanda Stuck; Sen. Tom Tiffany; and Public Members Nancy Dressel, Steven Dykstra, Donna Hejtmanek, Ann Malone, and Brenda Warren.

COMMITTEE MEMBER EXCUSED: Public Member Michael Weber.

APPEARANCES: Deborah Cromer, Wisconsin State Reading Association.

<p>ATTENTION: This was the final meeting of the Study Committee on Identification and Management of Dyslexia. Committee members are requested to send any corrections regarding these Minutes to the Legislative Council staff. After the incorporation of any corrections, these Minutes will be considered approved by the committee.</p>
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Approval of the Minutes from the October 23, 2018 Meeting

Public Member Dressel, moved, seconded by Public Member Dykstra, that the minutes of the October 23, 2018 meeting be approved. The motion was approved on a voice vote.

Committee Discussion of Bill Drafts and Recommendations

Chair Kulp made introductory remarks including the procedure for voting on legislative recommendations to the Joint Legislative Council (JLC). He then led discussion regarding the two bill drafts and three recommendations.

At the Chair's request, Legislative Council staff explained that draft legislation such as the bills under consideration are reported to JLC, which then votes on whether to introduce them to the Legislature. A bill introduced by the JLC will then go through the regular legislative process. It will be assigned to a standing committee with the power to hold a public hearing, amend the bill, and vote to send it to the full body for consideration.

LRB-0383/2, relating to developing a guidebook related to reading difficulties and dyslexia

Legislative Council staff began the discussion by describing the changes that the committee requested to be made to the guidebook draft legislation at the prior meeting.

Chair Kulp then opened the floor for members to discuss changes to the guidebook draft. Certain members expressed concern about the provision that prohibits a member of the advisory committee from having a financial interest in certain products or programs related to dyslexia. These members wondered whether this provision may result in an imbalance, whereby individuals who have a financial interest in discouraging the use of the term "dyslexia" may be allowed to serve on the committee, but individuals who advocate for the use of the term "dyslexia" would be prohibited if they have certain financial interests. Members also expressed concern that the Department of Public Instruction (DPI) may have too much discretion in its ability to disqualify a member based on his or her financial interest if this provision was left in the draft.

Other concerns expressed by members included whether the draft should give school districts time to learn the contents of the guidebook before being required to post the guidebook on the school district's Internet website. Members were invited to make additional general comments about the draft. Members expressed consensus that the study committee process is an invitation to improve learning in all classrooms and educative efficacy for all children.

At the close of discussion, certain members advocated for deleting the draft provision that prohibits a member of the advisory council from having a financial interest in certain dyslexia products or programs. Members expressed an interest in having this provision re-inserted into the draft at a later point in the legislative process, after a more thorough debate of the definition of "financial interest."

The members moved to approve the draft, with the requested revisions, taking the following actions:

Public Member Malone moved, seconded by Public Member Warren, to finalize LRB-0383/2, with the following change: delete the provision of the

bill that provides that no member of the advisory committee may have a financial interest in a vendor of either: (a) a product that is designed to identify dyslexia or a related condition; or (b) a program that provides training on dyslexia or a related condition to educators. The committee members approved the motion to amend the draft as described above by a roll call vote of Ayes, 8 (Reps. Kulp and Rohrkaste; Sen. Tiffany; and Public Members Dressel, Dykstra, Hejtmanek, Malone, and Warren); Noes, 2 (Rep. Stuck and Sen. Schachtner); and Absent, 1 (Public Member Weber).

The committee members approved the draft, as amended, by a roll call vote or Ayes, 10; (Reps. Kulp, Rohrkaste, Stuck; Sens. Tiffany and Schachtner; and Public Members Dressel, Dykstra, Hejtmanek, Malone, and Warren); Noes 0; and Absent, 1 (Public Member Weber).

LRB-0368/2, relating to employing a dyslexia specialist at the Department of Public Instruction and making an appropriation

Chair Kulp invited Legislative Council staff to summarize for the committee the changes made since the last meeting to LRB-0368/2. Committee members asked questions and offered comments and suggestions.

Certain members suggested that the draft should require an individual to have classroom experience as a qualification for the position of dyslexia specialist. Members debated whether such a requirement would be advantageous. Some members felt that pedagogical experience was crucial and others felt that this position should be a content focused role and not a pedagogical one. The committee did not reach consensus on the question but did not move to amend the draft.

At the invitation of the Chair, Deborah Cromer shared the position of the Wisconsin State Reading Association (WSRA). Ms. Cromer expressed the belief that a bachelor's degree, classroom experience, knowledge of childhood development, and literacy expertise are necessary qualifications for this position. WSRA stated that specialists currently employed at DPI are a better resource for this need and the organization would not support creating a dyslexia specialist position.

After all members were given an opportunity to discuss the bill, the committee moved to approve the draft, taking the following action:

Public Member Dykstra moved, seconded by Public Member Hejtmanek, to recommend LRB-0368/2. The committee members approved the motion by a roll call vote of Ayes, 8; Noes, 2.

Recommendations

The committee discussed the following recommendations that were drafted in preparation for the October 23, 2018 meeting. There were no changes to the recommendations before the December 4, 2018 meeting. After a brief discussion of the recommendations, committee members moved to approve all three recommendations, as follows:

Rep. Rohrkaste moved, seconded by Public Member Hejtmanek, to approve the following recommendations:

Recommendation – Lifetime Licensure

The Study Committee on the Identification and Management of Dyslexia recommends that the Legislature consider the repercussions of the lifetime educator license created in the 2017-19 Biennial Budget Act and its impact on teacher effectiveness. Such consideration should include options to ensure that all licensed teachers are required to have ongoing professional development.

Recommendation – Alternative Licensure

The Study Committee on the Identification and Management of Dyslexia recommends that the Legislature consider options to ensure that all applicants for an educator license must fulfill requirements to complete student teaching, obtain a passing score on the FoRT test, and other requirements demonstrating that the applicant is highly qualified. Such consideration should include reviewing the effectiveness of alternative licensure pathways that have fewer requirements.

Recommendation – Grade Ranges for Educator Licenses

The Study Committee on the Identification and Management of Dyslexia recommends that the Legislature consider the effectiveness of broadened grade ranges for educator licenses issued under current ch. PI 34, Wis. Adm. Code. Such consideration should include examining the repercussions of K-9 and 4-12 licensing bands on sufficient teacher preparation and student outcomes.

Other Business

Chair Kulp thanked members for their service and efforts, and expressed gratitude for the learning experience afforded by the study committee process.

Adjournment

The committee adjourned at 11:45 a.m.

JO:JN:ty

[The preceding is a summary of the December 4, 2018 meeting of the Study Committee on Identification and Management of Dyslexia, which was recorded by WisconsinEye. The video recording is available in the WisconsinEye archives at <http://www.wiseye.org/Video-Archive.>]