



State of Wisconsin  
2019 - 2020 LEGISLATURE

LRB-0368/2  
KRP:emw

## 2019 ASSEMBLY BILL 50

February 28, 2019 - Introduced by JOINT LEGISLATIVE COUNCIL. Referred to  
Committee on Education.

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.

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

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

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:***

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 states' 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

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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.

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:

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

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

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

9           4. Develop implementation guidance and make recommendations to the state  
10 superintendent for comprehensive, scientifically based reading instruction practices  
11 and strategies to be used to assist regular education teachers and special education  
12 teachers to recognize educational needs of and improve literacy outcomes for pupils  
13 with dyslexia and related conditions or identified with risk characteristics associated  
14 with dyslexia and related conditions, including recommendations related to  
15 increasing the availability of online professional development programs and  
16 materials.

**SECTION 2. Nonstatutory provisions.**

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18           (1) Beginning on January 1, 2020, and ending on July 1, 2021, the state  
19 superintendent of public instruction shall employ a dyslexia specialist under s.  
20 115.28 (66) who, in addition to the qualifications described under s. 115.28 (66) (a),  
21 has any of the following qualifications:

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

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

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**SECTION 2**

1 1. Instructor of certified academic language practitioner.

2 2. Certified academic language therapist.

3 3. Qualified instructor.

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

7 **SECTION 3. 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 4. 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)