



2019 ASSEMBLY BILL 635

December 2, 2019 - Introduced by Representatives KULP, RAMTHUN, BOWEN, KITCHENS, KRUG, MURPHY, MURSAU, SKOWRONSKI, TUSLER, WICHGERS and WITKE, cosponsored by Senator BERNIER. Referred to Committee on Education.

AUTHORS SUBJECT TO CHANGE

1 **AN ACT** *to create* 116.03 (11m) of the statutes; **relating to:** requiring each
2 cooperative educational service agency to employ a dyslexia specialist.

Analysis by the Legislative Reference Bureau

Beginning in the 2020-21 school year, this bill requires the board of control of each cooperative educational service agency to employ a dyslexia specialist. The bill defines a dyslexia specialist as an individual who meets specific criteria, including that the individual has at least five years experience in screening, identifying, and treating dyslexia and related conditions and that the individual has received advanced training in various topics related to dyslexia and related conditions.

For further information see the **local** 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:

3 **SECTION 1.** 116.03 (11m) of the statutes is created to read:
4 116.03 (**11m**) Beginning in the 2020-21 school year, employ a dyslexia
5 specialist. For purposes of this subsection, a “dyslexia specialist” is an individual
6 who satisfies all of the following criteria:

ASSEMBLY BILL 635**SECTION 1**

1 (a) 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.

6 (b) The individual has a minimum of 5 years of experience in screening,
7 identifying, and treating dyslexia and related conditions.

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

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(END)