

*Bill Cassidy*

AMENDMENT NO. 2

Calendar No. \_\_\_\_\_

Purpose: To amend part D of title II to ensure that children with dyslexia and other specific learning disabilities have the resources and supports they need to academically succeed.

**IN THE SENATE OF THE UNITED STATES—114th Cong., 1st Sess.**

**S.** \_\_\_\_\_

To reauthorize the Elementary and Secondary Education Act of 1965 to ensure that every child achieves.

Referred to the Committee on \_\_\_\_\_ and ordered to be printed

Ordered to lie on the table and to be printed

AMENDMENTS intended to be proposed by Mr. CASSIDY

Viz:

1 On page 293, line 1, insert after "writing" the fol-  
2 lowing: "to all children, including children with dyslexia  
3 and other specific learning disabilities,".

4 On page 293, line 8, strike the period and insert the  
5 following: ", including students with dyslexia and other  
6 specific learning disabilities.".

7 On page 294, line 16, insert after "age-appropriate,"  
8 the following: "evidence-based,".

1       On page 294, line 20, insert after “learning needs”  
2 the following: “to identify children with dyslexia and other  
3 specific learning disabilities,”.

4       On page 298, between lines 5 and 6, insert the fol-  
5 lowing:

6               “(4) SPECIFIC LEARNING DISABILITY.—The  
7 term ‘specific learning disability’ has the meaning  
8 given the term in section 602 of the Individuals with  
9 Disabilities Education Act.

10       On page 298, lines 20 and 21, strike “and students  
11 with disabilities” and insert “students with disabilities,  
12 and students with dyslexia and other specific learning dis-  
13 abilities.”.

14       On page 303, line 9, strike the period at the end and  
15 insert the following: “, including instruction on teaching  
16 students with dyslexia and other specific learning disabil-  
17 ities.”.

18       On page 306, line 2, strike the semicolon and insert  
19 the following: “, including evidence-based training for un-  
20 derstanding and identifying the early indicators of, and  
21 screenings needed to support the specific services and

1 needs of, children with dyslexia and other specific learning  
2 disabilities;”.

3       On page 306, line 21, strike the semicolon and insert  
4 the following: “to understand and identify the early indica-  
5 tors of children with dyslexia and other specific learning  
6 disabilities who may be at risk of not attaining full literacy  
7 skills and how to provide differentiated evidence-based lit-  
8 eracy instruction;”.

9       On page 308, line 18, insert after the period the fol-  
10 lowing: “Such professional development shall include evi-  
11 dence-based training to such school personnel for under-  
12 standing and identifying the early indicators of, and  
13 screenings needed to support the specific services and  
14 needs of, children with dyslexia and other specific learning  
15 disabilities.”.

16       On page 312, between lines 21 and 22, insert the fol-  
17 lowing:

18       “(7) Providing high-quality professional devel-  
19 opment to teachers, paraprofessionals, early child-  
20 hood educators, and instructional leaders to under-  
21 stand and identify the early indicators of dyslexia  
22 and other specific learning disabilities and conduct

1 screenings and provided needed supports for such  
2 children.