



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 368		DATE: 4/7/2021	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: AMANDA SCHWENT		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: amandajschwent@gmail.com	ATTENDANCE: Written		SUBMIT DATE: 4/6/2021 6:54 PM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			

My oldest daughter Lily was diagnosed with Dyslexia in 2018 after many years of struggling and never achieving grade level in reading. Lily was retained in Kindergarten because she was unable to recognize letters and sounds and was not reading. She spent countless hours in reading interventions that ultimately did not close the gap for her. Present-day Lily is a 13-year-old, 7th-grade student who has had an IEP since 2019. In the years since becoming eligible for special education services, she has yet to make more than a year's growth in basic reading skills. She is currently reading at a fourth-grade level. I have been asking my school district for a structured reading program that explicitly teaches her the foundational skills for decoding words. It has been a fight every step of the way and we are paying out of pocket for Barton Tutoring to fill the gap now. This year we had an Independent Evaluation by a neuropsychologist who noted that Lily is not maintaining all of her intellectual faculties from previous evaluations and has lost ground in her broad cognitive development, which he said was a common pattern in students with learning and language disorders. His suggestion was a structured literacy plan to build her basic reading skills so her inability to read efficiently will not continue to get in the way of healthy cognitive and academic development. I'm here before this committee today to plead with you to pass House Bill 368 – Reading Success Plan for all students in Missouri. I believe that if there had been legislation like this in place when my daughter was in elementary school, she would be reading much closer to or on grade level and could have avoided the many years of struggle and heartache that she and our family have endured. I want this for my child and for the many children behind her whose parents may not have the knowledge or resources to advocate and provide outside instruction as we have been able to provide for our child. Being able to read efficiently is the foundational piece for success in every area of life. Reading efficiently should not be reserved for those that can afford outside resources.



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: AMANDA SCHWENT		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: amandajschwent@gmail.com	ATTENDANCE: In-Person		SUBMIT DATE: 3/29/2021 12:40 PM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			

My oldest daughter Lily was diagnosed with Dyslexia in 2018 after many years of struggling and never achieving grade level in reading. Lily was retained in Kindergarten because she was unable to recognize letters and sounds and was not reading. She spent countless hours in reading interventions that ultimately did not close the gap for her. Present-day Lily is a 13-year-old, 7th-grade student who has had an IEP since 2019. In the years since becoming eligible for special education services, she has yet to make more than a year's growth in basic reading skills. She is currently reading at a fourth-grade level. I have been asking my school district for a structured reading program that explicitly teaches her the foundational skills for decoding words. It has been a fight every step of the way and we are paying out of pocket for Barton Tutoring to fill the gap now. This year we had an Independent Evaluation by a neuropsychologist who noted that Lily is not maintaining all of her intellectual faculties from previous evaluations and has lost ground in her broad cognitive development, which he said was a common pattern in students with learning and language disorders. His suggestion was a structured literacy plan to build her basic reading skills so her inability to read efficiently will not continue to get in the way of healthy cognitive and academic development. I'm here before this committee today to plead with you to pass House Bill 368 – Reading Success Plan for all students in Missouri. I believe that if there had been legislation like this in place when my daughter was in elementary school, she would be reading much closer to or on grade level and could have avoided the many years of struggle and heartache that she and our family have endured. I want this for my child and for the many children behind her whose parents may not have the knowledge or resources to advocate and provide outside instruction as we have been able to provide for our child. Being able to read efficiently is the foundational piece for success in every area of life. Reading efficiently should not be reserved for those that can afford outside resources. Thank you for your time and consideration, Amanda Schwent Bloomsdale, MO



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: ARNIE C. "HONEST-ABE" DIENOFF-STATE PUBLIC ADVOCAT		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: arniedienoff@yahoo.com	ATTENDANCE: Written		SUBMIT DATE: 3/30/2021 12:19 AM

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I am in Support of this Bill on its face. There needs some work, understanding and Amendments.



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: CHRISTEN SCHULENBERG		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: christend85@gmail.com	ATTENDANCE: Written		SUBMIT DATE: 3/30/2021 10:13 AM
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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: DANE NORMENT		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: pbdane@hotmail.com	ATTENDANCE: Written		SUBMIT DATE: 3/30/2021 10:14 AM

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My nephew has dyslexia and I have personally witnessed him struggle with his school work and inability to read. Children like this need help, and as such the schools they go to need the resources and equipment required to help them succeed.



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: DARA DENNY		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: dbdenny56@gmail.com	ATTENDANCE: Written		SUBMIT DATE: 3/29/2021 8:43 PM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			

My son is in second grade and has dyslexia and dysgraphia. His reading struggles have followed him each year and will continue to do so. This reading success plan is crucial for children like my son, who are struggling every day to learn. It is heartbreaking to watch your child struggle, lose self confidence, and get frustrated with school. We have done everything from paying for private testing to get a clinical diagnosis, and requesting our child be considered for special education services. These kids are so intelligent and their abilities are not shown in their work. The most unfortunate thing is to see them slip through the cracks of the system. Something has to change. It is time to invest in these children. Our children need to be setup to succeed in the school system. When 1 in 5 children have dyslexia it is time we drastically change the system to properly assist the school, teachers, and children with how best to help them. Each year school has gotten harder for my child. Each year I have been told we need to practice more, or that I just need to accept he will always struggle with reading. I will not accept that nor should any parent. These children have a right to a free and appropriate public education. Currently that education is not serving these children appropriately in the area of reading nor is it properly addressing their dyslexia challenges. The school system is not identifying these warning signs and catching them early enough. My child is now in 2nd grade and we are still fighting to get him proper assistance. If that happens he will most likely be in the 3rd grade before we are able to implement anything. He deserves better and so does every child that is struggling. Please be a voice for kids like my son and vote yes to the reading success plan. I will never give up on my child, my fear is he is going to give up himself.



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: DAVID HEMINGWAY		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME: NULL		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: gaychan@att.net	ATTENDANCE: Written		SUBMIT DATE: 3/30/2021 7:54 AM
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Please support evidence based intervention to ensure all children get the reading instruction they need and deserve. As an elementary student in the 1960s, my dyslexic brother was facing a school path essentially disposing of him, which would have been a waste of his immense talents and impaired his huge contributions to our farming and university community. The need for proper training in all schools is huge.



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: DAWN SCHNEIDER		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: dmcrs74@hotmail.com	ATTENDANCE: Written		SUBMIT DATE: 3/30/2021 5:20 PM
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I support this bill.			



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: DEBBIE PETERSON		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: imtoo2busy@yahoo.com	ATTENDANCE: Written		SUBMIT DATE: 3/30/2021 11:40 PM
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I myself went through the public education system in the 60's and 70's. I was placed in remedial reading in the third grade and retained that year. So then came the IQ testng of which I was average +. So then, it's that your just not applying yourself which is not true. Children want to be normal and not different from their peers, and I was in every way except for reading which is the basis of every subject. I had good auditory skills and was able to remember information from teacher modeling. I was never given a dyslexia diagnosis but I graduated from high school and did what teachers advised me against. By the grace of God, I was able to score high enough to get into college. I have two undergraduate degrees and a masters. Fortunately, God gave me the "You say I can't, I'll show you spirit". I became a teacher myself to try and help students like myself, but unfortunately there are no education regular education classes that touch on this subject. Fast forward to the the late 80's through the 90's. My daughter enters school and there are no significant concerns until fourth grade when I start noticing she to is struggling. I talked to her teacher about my concerns and requested testing for her. She didn't really qualify because of her higher IQ. However, she did end up with and IEP which gave her additional help/time but there was no dyslexia diagnosis for either so she didn't get the skills she needed either. Unfortunately, I didn't know there were programs out there like "The Barton Program" and others to really address the needs of the dyslexic child. She was a member of the A+ program and went on to higher education, but I don't think the would have happen if I wasn't her mother. Now, I have a grandson and a great-nephew that also present with the same issues. Fortunately, they have parents that want answers and technology available to research this issue to find the help these students so desperately need. You can't treat diabetes with cardiovascular treatment and dyslexia doesn't respond to what they've been using for the last 70 years. Thank you for championing this cause and helping in this area of truly underserved and misunderstood portion of the population. They too are our future workforce and voters! I pray that you continue to be involved, to monitor, and to measure to success of this bill.



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: DIANE DRAGAN		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: 4/7/2021 12:00 AM
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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: DIANE DRAGAN		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: dldragan@msn.com	ATTENDANCE: In-Person		SUBMIT DATE: 3/29/2021 3:13 PM
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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: DONNA KAPPENMAN		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: djmk1968@hotmail.com		ATTENDANCE: Written	SUBMIT DATE: 3/29/2021 9:41 PM

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It is important for every child to have the opportunity to learn to read. I have two nephews and a niece who are dyslexic so this is an issue that means a great deal to me. Please help them and all children get the help they need. Thank you.



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: ERIN YOUNG		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: erin_elizabeth83@hotmail.com	ATTENDANCE: Written		SUBMIT DATE: 3/30/2021 10:32 AM
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			

I am writing in support of HB 368 - Gregory - Reading Success Plans. I have 3 wonderful boys. 2 of which have profound dyslexia. Jameson and Logan are in 5th and 3rd grades. They both at best read at an early 1st grade level. Our dyslexia journey has been long. It has changed and re shaped our family. More importantly it impacts our sweet boys in every area of their lives - every day. It impacts their social, emotional and educational functioning. It doesn't just stop at the school doors - dyslexia comes home with them. It shapes how they feel about themselves and fills them with worry that they may never learn to read. They have big dreams - learning to read is one. This should not be a big dream. This should be the foundation that supports big dreams. A foundation that is built with early intervention. We fought for years for early intervention - we were given "They are boys. It will come." for far too long. Sadly, their early intervention did not come. We did everything as parents we were asked to do to help- medication for anxiety and attention, play therapy to address anxiety and low self-esteem caused by lack of support for their learning differences, occupational therapy, read more to them, more sight words, after school and summer tutoring, the list goes on. These things did not give them the tools they needed to learn to read. They were Band-Aids to cover the effects of not being given the tools they needed at an early age. We are now 1.5 years in to paying for very costly outside Barton Based/ researched backed reading remediation. I can assure you all progress made in reading has been a result of this - not tools they are given in school that do not work for children with dyslexia. Despite our years of worry, research, sleepless nights, crying, sadness, frustration, un mentionable amounts of money spent to help and advocate for our children - we consider ourselves to be the "lucky ones" in the world of dyslexia. We know about it. We talk about it in our home and to others to help bring awareness. We build our boys up - despite their learning differences. We advocate. We advocate more. We are able to afford remediation to give them a chance at reaching their big dream of one day reading. Yes, I still worry about my boys. I worry intervention may have come too late despite our efforts. I worry about the lasting impacts of this on their hearts and minds. I worry as their mom. But, I know better and I do better. I now lose sleep and worry about the countless nameless and faceless children who feel lost and unseen in the classroom. Children who feel they have been counted out. I cry for the parents who do not know and who desperately seek answers for their suffering children. Parents who listen to a system they trust to do right by their child. A system that can have tools to help all children, but often do not. I pray for teachers and administrators who want nothing more than to help the children in their classrooms and schools, but do not have the tools, knowledge and support to do so. I am consumed by the thought that 1 in 5 children have some form of dyslexia. I am enraged at the statistic that 3 out of 5 people in our prison system cannot read – 85% of juvenile offenders struggle with reading. This bill is a start to building a foundation for our children. One that we desperately need to be strong for our future. Please vote in favor of this important bill.



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: GARY NORMENT		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: garynorment@gmail.com	ATTENDANCE: Written		SUBMIT DATE: 3/29/2021 9:16 PM
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I am a 60-year-old grandparent to a second grader who has been diagnosed with dyslexia and dysgraphia, to put it simply he struggles to read. As my daughter began researching dyslexia when her son was diagnosed, it became very apparent to me that I too suffer from this same condition. I was never diagnosed with it, but my family and I are certain that I have it. I struggled to read in school and my teachers often would comment on my grade cards that I should practice reading more, try harder, be more attentive. I started acting out in school and one of my teachers reported that "I was a nuisance." I was acting out because I was embarrassed that I couldn't read or spell. I barely graduated from high school because I hated it and the teachers did not like me because I acted out. I do not want to see this happen to my grandchild! He is very smart and I don't want to see him or any other child that has dyslexia just barely make it through school. I don't want him to be considered "a nuisance." I just want him to learn to read in a way that makes sense to him. The resources are available if the schools will just recognize the students that need help and would get them that help early on before they start to hate school. Please pass this bill to help make my grandchild and others successful readers. Please don't let these kids fall through the cracks. It's a simple fix.



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: GINA LILE		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: georgielile@gmail.com	ATTENDANCE: Written		SUBMIT DATE: 4/7/2021 6:07 PM
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My name is Gina Lile of Lees Summit, MO. My children are in the Blue Springs School District. I am asking for your support to pass the reading success bill. My daughter was diagnosed with dyslexia in the 5th grade. My sweet girl slipped through 5 ½ years in an award winning school without anyone identifying her dyslexia. We knew she struggled. She received ineffective interventions at school and was tutored after school but it did not help. She cannot decode words the way 80% of her peers can. After her diagnosis, I researched everything about dyslexia in an effort to help her. I was shocked to find that our school district could not offer my daughter a structured literacy intervention which is the most effective evidence based intervention for dyslexia. Many of our educators did not even know what that is. What I have learned in my research is that up to 20% of children may have some form of dyslexia. The only effective evidence based intervention for dyslexia is "structured literacy". This doesn't just work for dyslexia. All students can learn to read this way. It is an effective intervention for all poor readers. It was a strategy widely used when I was a kid. It is how I learned to read and write 40 years ago. There are only a few districts in Missouri that have these interventions. The only way to get your child the help that they need, is to hire a specialized tutor and expect to spend \$3500- \$5500 per year for the necessary 2-3 hours per week. This doesn't make sense to me? Our schools' number one priority should be to teach every child to read. I have the privilege and resources to provide for my daughter, but what about those that do not? What about those lower middle and lower income families? What are they to do? Do they just fall through the cracks? Research tells us that most kids who drop out of school do so because they are frustrated with their inability to read and do well in school. That stems from not being able to read proficiently. Poor literacy and dropout rates are correlated with incarceration rates. The Department of Justice states, "The link between academic failure and delinquency, violence, and crime is welded to reading failure." Since we started structured literacy tutoring 1 year ago, my daughter has already displayed some improvement. If she had had access to faculty who could properly screen her and were knowledgeable about dyslexia and could provide appropriate interventions all of these years, I believe she would be reading on grade level by now. The state of Mississippi recently required structured literacy in all schools and they are the only state in the nation that showed an increase in student literacy the year before last. Kansas legislated last year that all schools in the state of Kansas use "structured literacy" to teach reading by 2021. It is time for Missouri to legislate to support all children in basic reading skills! Let's level the playing field and make sure every child in Missouri can learn to read proficiently. Please support the Reading Success bill. I respectfully ask for your support of this bill! Thank you, Gina Lile



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: HEATHER CRAIN		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: crain.heather@gmail.com	ATTENDANCE: Written		SUBMIT DATE: 3/30/2021 9:54 PM
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As an educator and a mother of a dyslexic third grader, I support this bill wholeheartedly! My son was not diagnosed until October of last year. He is quiet, intelligent and a sweet boy making it easy to fall through the cracks. I asked questions of his teachers about his reading, I was curious to know why he scored at a first grade reading level and no interventions were given. My son was left behind because proper age-appropriate assessments were not given to him when this could have been discovered far sooner. As a teacher who knows the importance of reading to her children every single night, sitting with him as he read and then being told that his issues were normal was frustrating for me as a parent but more so frustrating for him. A little boy who loved school but now knows he isn't the smartest because he struggles to read. All students deserve a chance and when 1 out of 5 children show signs of dyslexia, we as educators and adults need to provide assessments and instruction to students who CAN excel all by simply changing the way we teach reading. Structured literacy is foundational for ALL children and our state can lead the way in identifying and assisting these children in literacy.



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: JANICE WALKER		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: janwalkerimages60@gmail.com	ATTENDANCE: Written		SUBMIT DATE: 3/30/2021 1:16 PM
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My step-grandson came to live with me here in MO at age 7 and was in first grade due to repeating Kindergarten in Georgia where he previously lived. He already had diagnoses of ADHD, tic disorder, and wore glasses to correct his vision. His Missouri public school immediately began speech therapy for 1 phenome although they had identified disorder with other phenomes. They also placed him in Title I reading. At parent/teacher conference in November, the special services coordinator was wanting to cancel his 504 plan claiming he was performing at grade level. His grandfather and I prevailed at keeping the 504 plan in place. By end of January 2020, we were attending a special meeting at school regarding his reading/ELA because he was failing to thrive. 8 representatives were there. School encouraged us to enroll him in summer school at which time they intended to provide half day intense reading/ELA therapy with 1 teacher to 2 students. I begged the school to evaluate him for dyslexia and dysgraphia. They refused and stated he needed to be older. COVID hit March 2020 and school shut down. With school no longer in session, I was able to get referral through his pediatrician for insurance to send him for a speech evaluation. (Insurance would not do this previously stating school districts could do this so it was duplication of services). The evaluation diagnosed him with speech language disorder and professional speech/phonemic awareness therapy through medical insurance commenced. He went from school provided speech therapy of 15 minutes/week on one phenome to 90 minutes/week on all deficient phenomes and also phonemic awareness therapy through the medical insurance. Meantime, because of COVID school-at-home, I was getting a first-hand view of his reading/ELA struggles and searching for answers. Medical insurance refused to pay for professional dyslexia evaluation and I was being told it would be \$1,800-2,500 out of pocket. Money I did not have as I am now retired and drawing social security. I sent him to summer school and school did not do one minute of the remedial reading instruction that was promised in the January meeting. I remembered my late husband had been a Mason and they were always raising money for children medical needs. I began a journey from one person to the next, from one facility to the next. Finally, a Scottish Rite facility referred me to University of Missouri Speech Language Hearing Clinic where I paid \$125 out of pocket for an evaluation by graduate students overseen by a certified professional. Dyslexia confirmed but public school refused to accept diagnosis because it was done by graduate students. Evaluation also suggested dysgraphia (which is often co-diagnosis with ADHD and dyslexia) and encouraged us to seek Occupational Therapy for writing/fine motor skills. For second grade school year, I removed him from public school in order to homeschool. I had discovered the public school was neither utilizing an Orton Gillingham approach and also not using phonics - both of which my research indicated were critical for reading success of an individual with dyslexia. When in public school, reports from both Georgia schools and his school here in Missouri of him laying his head down on his desk saying he couldn't do this - he was stupid. He came home from public school telling me how he was made fun of and picked on by other kids for his tics and his

struggles reading aloud in the classroom. Stress exacerbated his tics. Now that i am homeschooling using Thomas Gunning Phonological Awareness and Primary Phonics in addition to the professional therapy he is receiving, his tics are gone. He has confidence and is finally reading aloud to people other than myself. Just last month, he picked up books pn his own and began to read! This was huge step! But with phonics, his ability to decode enables him to begin enjoying life as a neurotypical individual rather than living a life of numerous accommodations. My research has shown that, based upon a University of Texas study, over 60% of prison inmates are dyslexic/unable to read. Yet over 50% of NASA employees are dyslexic and over 60% of engineers are dyslexic (think about THAT the next time you turn the ignition in your car or drive over a bridge!). Thomas Edison was sent home from public school as a young child with a note pinned to his coat stating he was unteachable so his mother chose to homeschool him. My research has indicated less than 20% of dyslexic students nationwide receive the interventions/resources they need to thrive. Yet most dyslexic individuals are extremely gifted - typically in either arts or math and science and engineering. For my grandson, homeschooling this school year combined with the professional therapies is enabling him to not only be free of peer ridicule and denigration, but also provides kinetic (hands-on) learning opportunities facilitating how he learns best. I was fortunate to be retired and in a position to homeschool because, had i left him in public school he would not have received the necessary interventions. Please pass this legislation and give these children a chance to thrive.



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BILL NUMBER: HB 368		DATE: 4/7/2021	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: JENNA MCGEORGE		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: jenna.mcgeorge@yahoo.com	ATTENDANCE: Written		SUBMIT DATE: 3/29/2021 6:08 PM
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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: JENNEL HOUTS		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: wjhouts@gmail.com	ATTENDANCE: Written		SUBMIT DATE: 3/30/2021 9:18 PM
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Thank you for taking the time to read my testimony. I'm writing today to ask for your support of HB386 for Reading Success Plans. As a former teacher, I was shocked when 3 of my 4 children were struggling to read despite being so smart and normal! No one could figure out why they couldn't read, spell, and comprehend well. (Later we found out that my husband is an undiagnosed dyslexic -- he struggled terribly in school and always thought he was dumb. Dyslexia is hereditary.) I'll share the story of just one of my kids -- the first one to be diagnosed. My daughter was in 2nd grade when I really became concerned. Eventually, I took her to the school counselor where she was screened. They told me that she was super smart -- a little slow to read and comprehend -- but she would be fine. My "mama gut" told me otherwise -- that there was something **WRONG**. After more academic struggles and many more months, I turned to Google to research how I could help her. Within about an hour, I was convinced my daughter had dyslexia. After **COUNTLESS HOURS** on the phone trying to find a place where she could be tested (I wasn't about to trust the public school that thought she was "fine"), I finally found Children's Mercy Hearing and Speech Clinic in Overland Park, KS. (We live in the KCMO area.) After a 6-month wait, at the beginning of 4th grade and the day before she turned 9, she was tested and pronounced mildly to moderately dyslexic. It was a relief to finally have some answers, but it was scary because what were our next steps??? How could we help our daughter to learn to **READ**? The school offered nothing but accommodations to help her do okay with grades (more time on tests & assignments, shorter spelling lists, etc.); they offered **NOTHING** in the area of actually **INSTRUCTING** her to learn to read. (In 4th grade, she was reading at a 2nd grade level.) We decided to hire a private tutor and spent thousands of dollars and countless hours using a program that is systematic, structured, and evidence-based -- proven to help the dyslexic brain learn to read. I'm happy to report that my daughter (who hated to read before and would avoid it at all costs) now **LOVES** to read (she's in 10th grade now). In fact, now I have to tell her to put her book away and go to sleep! She's also written several short stories, novels, and even a screenplay! (Her spelling still isn't great, and she struggles sometimes with reading bigger words, but without this tutoring, I shudder to think where we would be. Instead of a confident A/B-student, she probably would be struggling in school and unsure about her future.) After my youngest son was diagnosed, I decided to tutor him with the proven system myself to save some money. I also took on a couple of other elementary students because I wanted to help other families who were struggling just like mine. One of them (a girl in 3rd grade in our district, diagnosed with dyslexia) was reading below grade level and had been in and out of Title One reading support for several years. Honestly, Title One is a **JOKE**! It did **NOTHING** for her, but when we started with the proven system, we saw immediate improvement and lightbulbs going off! Her parents were **THRILLED**. After a while, she was reading better and was removed from Title One (which was no big deal because it didn't help her anyway). Here is my plea: **PLEASE** do what is **RIGHT** for Missouri students. I know that schools, administrators, and teachers' unions will **FIGHT** to **NOT** have this bill

become a law because it means more work for them. But the truth is, one in five Missouri students has dyslexia, and I hate to say it, but our schools are FAILING our students in the area of reading! It's the SCHOOLS' obligation to teach students to read -- I shouldn't have had to pay money out of my own pocket to get private tutoring for my kids! I pay taxes for THEM to teach my kids! However, I knew that the school had NO IDEA how to teach my kids to read, so we settled for a 504 and paid for tutoring -- we weren't about to wait around for YEARS for the school to figure out how to teach our kids to read as they fell more and more behind and felt dumber and dumber with each passing day. I even took the time to meet with our district's Superintendent of Curriculum to discuss my concerns about our district NOT meeting the needs of dyslexic students. He wrote off my concerns and made excuses for the district's pathetic curriculum that leaves struggling readers behind and is not systematic, structured, and evidence-based. I was both disappointed and disgusted by his dismissal of my valid concerns. If school administrators won't listen to parents' concerns and instead make excuses for why they don't use systematic, structured, and evidence-based programs that teach ALL kids to read, what are we to do? What will become of the struggling readers? Unfortunately, many of them end up dropping out of school because they can't be successful, and some even end up in prison! (Did you know that MANY prisoners are actually dyslexics who have been failed by the school systems?!?!? It's a DISGRACE! But kids who don't read well don't have to end up in the penal system; this is a tragedy that CAN be avoided IF our schools would adopt the RIGHT ways to teach ALL children to read!) The numbers don't lie: more than half of Missouri students in K-7th grade are not proficient in reading!!! And it's probably even worse after this Covid year! This is unacceptable! And Missouri students deserve BETTER! It is their RIGHT to be taught to read by the school systems that receive parents' tax dollars. If that means throwing out the old, ineffective system and replacing it with a program that teaches ALL children to read -- if that means teachers must learn new methods and administrators must arrange for teacher training -- SO BE IT! If what schools are doing now is not working -- not teaching kids to read -- then the SCHOOLS should change their approach and methods! And if schools won't listen to parents' concerns, then I guess passing a law to FORCE them to do the right thing for our kids is the only way forward. By the way . . . in the parent support groups I'm in, I read story after story of families all over our state and country who FIGHT with school districts for YEARS to get their students the SUPPORT they need and deserve. Sadly, schools often look for ways to AVOID helping students who need it most. MISSOURI can be a LEADER in this area of reading success for EVERY STUDENT! MISSOURI can show other states how to support vulnerable students and be an EXAMPLE for districts all across this nation. How? By passing HB 368! Change isn't easy, but it's the RIGHT THING to do because OUR KIDS ARE WORTH IT! Thank you for your support of HB 368. I'm happy to discuss this further with you or to answer any questions you may have regarding our personal experience with this issue. Sincerely, Jennell Houts



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COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: JENNIFER EDWARDS		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: 4/7/2021 12:00 AM
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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: JESSICA BRODY		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: jbrody16@icloud.com	ATTENDANCE: Written		SUBMIT DATE: 4/7/2021 4:08 PM
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Dear Members of the Missouri Elementary and Secondary Education Committee, My name is Jessica, and I am the parent of four children with dyslexia that attend Missouri Public Schools. I am providing my written testimony in support of House Bill 368 - Reading Success Plans. This Bill is crucial for all public-school students in Missouri, not just students with dyslexia. My oldest child is currently a senior in high school who received ten years of special education services from his public school district. Despite those services, the district failed to teach him to read. Had it not been for my insistence, relentless advocacy, and the parentally provided specialized interventions he now receives, he would have graduated from high school reading at a third-grade level. As a parent, it is reasonable to have the expectation that the public school system teaches children to read. It is reasonable for parents to expect, if their child is not reading at grade level, that the issue would be addressed by the school. I encourage you to vote to "Do Pass" on House Bill 368 so that all children in Missouri can learn to read. Sincerely, Jessica



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: JESSICA STUENKEL		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: jessica.angerer@gmail.com	ATTENDANCE: Written		SUBMIT DATE: 3/29/2021 7:49 PM

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I show support for this bill as my family member has dyslexia



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: JULIE A POCOCK		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: jules3064@aol.com	ATTENDANCE: Written		SUBMIT DATE: 3/29/2021 10:22 AM

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My grandson is dyslexic he is in the fourth grade. The struggle he has is heart breaking, schools and teachers need more resources to help these children.



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: KARLA DENNY		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: kar57@rocketmail.com	ATTENDANCE: Written		SUBMIT DATE: 3/29/2021 9:02 PM
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Teachers must have the skills to identify reading disabilities such as dyslexia and dysgraphia in young students so that they can receive special accommodations in reading and writing. A student's success depends on good reading skills. Schools need More teachers trained in methods to teach reading to students who are dyslexic.



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WITNESS NAME			
REGISTERED LOBBYIST:			
WITNESS NAME: KATE CASAS		PHONE NUMBER: 314-809-5042	
REPRESENTING: EXCEL IN EDUCATION IN ACTION		TITLE:	
ADDRESS: 117 MADISON STREET			
CITY: JEFFERSON CITY		STATE: MO	ZIP: 65101
EMAIL:	ATTENDANCE:	SUBMIT DATE: 4/7/2021 12:00 AM	
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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: KRISTY STROPE		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: kstrobe22@gmail.com	ATTENDANCE: Written		SUBMIT DATE: 3/30/2021 7:28 AM
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There are so many children who would benefit from the passage of this bill. Schools need to be able to help children with learning disabilities. They sometimes don't have the means and that leaves the parents doing the brunt of the work or these children just fall behind in school and are affected their entire lives. Parents struggle with the fact they are not able to help their child succeed in life. Please help these kids.



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: KURT DENNY		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: kurta83@gmail.com	ATTENDANCE: Written		SUBMIT DATE: 3/29/2021 9:00 PM
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This reading success plan is crucial to children with dyslexia and dysgraphia like my 7 year old son. I think it is past time for change. I want to see these changes in the public school system for my child and for other children like him. It is very hard to watch your kid struggle with reading. Especially when they work so hard. We need the reading success plans and changes to help these kids instead of letting them slip through the cracks.



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: LINDSEY ACKLAND		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: alackland@sbcglobal.net	ATTENDANCE: Written		SUBMIT DATE: 3/30/2021 7:22 AM
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This bill would have saved my son years of tutoring and confusion in school. While we did recieve reading help for years non of it was what my dyslexic learner needed. We are still working on remediation in 6th grade because of the years wasted in reading recovery and just right books. This was not only a waste of my sons time but the teachers who were using this methods along with wasting the tax payers money. Please vote yes on HB 368,



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: LISA NORMENT		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: lnorment@gmail.com	ATTENDANCE: Written		SUBMIT DATE: 3/29/2021 8:40 PM
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I am the grandmother to a very sweet hard working second grader. His teachers love him and say he is so good in class. His IQ is above most of his classmates, however he struggles and has to work twice as hard as his classmates. The reason: He is dyslexic and dysgraphic something his school fails to consider or even acknowledge as a legitimate problem. He struggles to spell and read. He just doesn't understand it. His teachers say he is average and needs no special help; he just needs to try harder. The problem is no matter how hard he tries or how much he studies he just can't grasp how he is being taught to spell and read. He gets frustrated and is starting to hate school. He needs help and has needed help now for several years. My fear is the older he gets and as the work and reading become harder he will give up and will quit trying and at some point might consider quitting school. Please don't let that happen! All he or any child with dyslexia needs is to first have their school and teachers recognize dyslexia as a problem and second get these kids the appropriate teacher and method of teaching reading so they can succeed and not struggle through all their years in school. Please pass this bill to help all those affected by dyslexia. Please make our schools take this seriously and get the resources they need to make these kids successful readers and successful adults. Thank you.



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: MARLA MCKAN		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: 4/7/2021 12:00 AM
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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: MEGAN LOEHNER		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: mehencey@live.com	ATTENDANCE: Written		SUBMIT DATE: 3/29/2021 9:59 PM
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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: MELISSA DABBS		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: melissa_dabbs2010@yahoo.com		ATTENDANCE: Written	SUBMIT DATE: 3/29/2021 3:21 PM

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My son is a second grade dyslexic student at George Guffey Elementary in Fenton. If this reading bill is passed it will give him the opportunity to read just like every other child.



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: MICHELLE YEPEZ		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: Michelleyepez5@gmail.com	ATTENDANCE: Written		SUBMIT DATE: 3/29/2021 10:13 PM
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Structured literacy is a necessity for students with dyslexia, but is also beneficial for all students. The cost to our community for not educating these individuals is apparent in these ways. 1. Loss of income. If these students aren't taught to read and write, they are left with the most unskilled jobs. If you are in special education services with a modified curriculum in high school, you are unable to attend trade school, let alone college. 2. If the child is frustrated with the lack of opportunities in main stream society, they are very likely to turn to crime which might lead to incarceration and legal costs to be absorbed by the state. I have personally seen the cost of lack of appropriate education both for my son, who didn't learn to read proficiently until he was a sophomore in high school., but also for one of my employee's husbands. My son was only able to learn to read because of outside intervention, not by anything the school provided. The tutor providing the intervention was a school teacher from a different district. This shows that schools have the work force necessary to provide appropriate intervention. In my work, I have an employee who's husband's dyslexia is as profound as my son's. He, unfortunately, was born to parents who didn't fight for his education. His dad was abusive and his mom didn't care. He was left barely able to read and write after high school. He didn't get a driver's license until his late 20's when his child was about to be born. His best job was a Walmart meat cutter and as soon as they promoted him to management, he was fired because of reading and writing issues. This scenario is all too common for those left behind by the school system. My son aspires to go on to college to become an engineer. I hope that the lack of proper remediation until late in his school career won't prevent him from obtaining the degree he needs for his dream career. Reading proficiency is possible for 95% of students by the 3rd grade. Ensuring there is a reading curriculum in schools to support that goal is necessary not only for the success of our students, but for the success of our community. Literacy is a civil right for all,, not just for those privileged enough to access it. Thanks for considering my testimony. Michelle Yepez



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: MICHELLE YEPEZ		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: 4/7/2021 12:00 AM
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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: MOLLY SKILJAN		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: mollyskiljan@me.com	ATTENDANCE: Written		SUBMIT DATE: 3/28/2021 3:46 PM
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My son struggled in school during kindergarten and first grade. He was screened for dyslexia, per MO law, in 2018 when he was in 1st grade. He was not identified to be at risk for dyslexia, but he was reading below grade level. In January 2019 he told his therapist he thought about stabbing himself in the stomach with a knife. We were devastated and did everything we could to help him. We started homeschooling in Fall 2019 and continue to do so. He was diagnosed with dyslexia by the St. Louis Learning Disability Association in March 2020. He starts in a private school in the fall of 2021 and it costs \$33,000. Our 5 yo daughter has also been diagnosed with dyslexia and will be attending the same school. We will be spending \$66,000 during the 2021-2022 school year so that our kids can learn to read and write using an appropriate, evidence based, structured literacy program. Our home is worth \$130,000 and our school is a Gold Star/Blue Ribbon school for 2020. It's sad that the government has to force schools to teach ALL kids how to read and write, but it is necessary. Hopefully, this bill will help kids get the appropriate support they need so their families don't go through what we did.



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 368		DATE: 4/7/2021	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: NOEL LEOF		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:		SUBMIT DATE: 4/7/2021 12:00 AM
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MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 368		DATE: 4/7/2021	
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TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: PATTI HABERBERGER		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: phabes6@gmail.com	ATTENDANCE: Written		SUBMIT DATE: 3/30/2021 4:55 AM

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As a Missouri reading specialist, I want to formally state that I fully support this bill, with financial assistance. I believe that all students, not just those with dyslexia would benefit from this this bill.



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BILL NUMBER: HB 368		DATE: 4/7/2021	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: PEGGY PETERMAN		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: peggy.peterman@weaubleau.k12.mo.us		ATTENDANCE: Written	SUBMIT DATE: 3/30/2021 2:42 PM
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My daughter has struggled to read for years. The school kept refusing to test her. They did not want to give her adequate support. Eventually, I gave up relying on the school to teach my daughter to read. Instead, I hired an outside evaluator who diagnosed her with dyslexia. The school refused to accept any of the psychologist's results. The school has fought tooth and nail to ensure that as few students as possible get an IEP or a 504. Without my intervention, my daughter would be reading below grade level. She would struggle every day. I feel sorry for the students who do not have a parent to fight for their education. Schools need to help every student. Children must be taught to read.



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: PHYLLIS LECURU		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: lecuruap04@aol.com		ATTENDANCE: Written	SUBMIT DATE: 3/30/2021 7:33 AM
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TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: SHANNON TROESSER		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: srtroesser@gmail.com	ATTENDANCE: Written		SUBMIT DATE: 3/30/2021 9:31 AM
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MISSOURI HOUSE OF REPRESENTATIVES
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BILL NUMBER: HB 368		DATE: 4/7/2021	
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TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: SUZANNE WHITMAN		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: suzanne whitman@hotmail.com	ATTENDANCE: Written		SUBMIT DATE: 3/30/2021 6:51 PM
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My twin daughters both struggled with reading starting in second grade. The school did not know what to do with them, and the attempts made to help them using the existing reading remediation tools only frustrated them and convinced them they were stupid. My girls are a success story, though: we were able to pay for private testing that identified their dyslexia and also pay for private tutoring. Now in sixth grade, they are making A's and B's in all subjects and can decode new words to read them accurately. Even more important, they know they are smart, even as they're aware that some aspects of learning are difficult. We're aware of what dyslexia means for them, so when tests and teachers indicated they should be placed in the regular math class, we knew to advocate for them to be in the advanced math class. (Dyslexia made it tough to memorize simple math facts, but easy to understand concepts from algebra and even calculus!) It breaks my heart, though, that any child whose parents did not have the \$40,000 we spent would not be seeing this kind of success, because the schools do not offer systematic, evidence-based remediation for dyslexia. ALL kids deserve to learn the basic skills that science has shown are what skilled readers use.



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COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: TAYLOR STROPE		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: taylor.strope@gmail.com	ATTENDANCE: Written		SUBMIT DATE: 3/29/2021 9:06 PM
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This bill is so important for so many children who deserve the best education possible here in Missouri. Supporting our children is one of the most important things we can do, and this bill can help them be successful.



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: ARNIE C. "HONEST-ABE" DIENOFF-STATE PUBLIC ADVOCAT		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: arniedienoff@yahoo.com	ATTENDANCE: Written		SUBMIT DATE: 4/7/2021 11:52 PM

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I am in Opposition to this Bill. These Practices and Measures are already being done.



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COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
BUSINESS/ORGANIZATION:			
WITNESS NAME: CARRIE TURNER		PHONE NUMBER: 816-786-4377	
BUSINESS/ORGANIZATION NAME: MO COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION		TITLE: POLICY CHAIR	
ADDRESS: 3237 SE BROOKSIDE DRIVE			
CITY: LEES SUMMIT		STATE: MO	ZIP: 64063
EMAIL: cturner216@gmail.com	ATTENDANCE: Written	SUBMIT DATE: 3/29/2021 3:55 PM	
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MO-CASE opposes HB 368 We agree with a focus on improving reading skills for students who demonstrate challenges is necessary and appropriate reading interventions need to be in place via instruction for students. There is a means by which this should take place. However, this is already included in existing legislation addressing dyslexia. The following are factors that must be considered.

- \$3,000 reimbursement per teacher assistant is insufficient - avg salaries and benefits for a TA are at least \$30,000.
- In addition to the salary and benefits, there are additional training costs for these individuals.
- There is a staff shortage of staff already. In our district alone, we currently have 6 teacher assistant positions (para) that are open and we can not find candidates to fill them.

Educators/Teachers are the experts when it comes to what and how to teach struggling learners. It is not in the best interest of students for DESE and the State School Board to mandate how this should be done. There are several options for resources/tools to use which meet the literacy components during the instruction process.

- State Law CAN NOT override Federal Law - therefore, there can not be a mandate within state law for an "automatic" referral for a special education evaluation for students who are reading below grade level. There is a process for special education evaluation which is already outlined in the IDEA law.
- We recommend adding the following to the definition of "reading assessment:" a recognized method of judging a student's reading ability, with results expressed as "assessment scores, such as but not limited to, percentile scores, standard scores, Lexile scores, or grade level scores," and omitting "reading at a particular grade level."
- The requirement to provide literacy instruction to any student with a "formal diagnosis of dyslexia" is not realistic. We received "diagnosis" often for students from unqualified sources. In addition, there are times when a student may have this medical diagnosis and actually be performing above grade level in reading and thus, would miss valuable instruction in the classroom for unnecessary intervention.
- It is important for districts to provide appropriate interventions for students who demonstrate they are struggling with reading skills, with or without a diagnosis of dyslexia, based on screening data and then with progress monitoring in place to monitor student growth.
- The requirement of summer school, with a threat of retention, if not followed, is a punitive approach for schools and families. Some families consider this their family time for vacations, etc. Since parents are the educational decision-makers, this can put the district in an adversarial position with families and cause poor relationships.



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WITNESS NAME			
BUSINESS/ORGANIZATION:			
WITNESS NAME: CRAIG CARSON		PHONE NUMBER: 417-209-1086	
BUSINESS/ORGANIZATION NAME: OZARK R-VI SCHOOLS; SOUTHWEST MISSOURI CURRICULUM DIRECTORS		TITLE: ASSISTANT SUPERINTENDENT OF SCHOOLS	
ADDRESS: 1600 W. JACKSON ST.			
CITY: OZARK		STATE: MO	ZIP: 65721
EMAIL: craigcarson@ozarktigers.org	ATTENDANCE: In-Person	SUBMIT DATE: 3/30/2021 6:20 AM	
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Although the bill has the right motives of helping students read, it crosses several lines and restricts school districts. In Ozark Schools we do not use a rigid protocol of structured literacy (SL). This bill forces us to switch to SL and abandon the great success we are already having. It limits local control which as a Republican I firmly support. Our locally elected school board approves curriculum which our trained professionals choose or write. Curriculum, assessments, and instruction should not be a legislative choice. It creates a referral system for special education that does not match the federal IDEA rules. If a student does not qualify for special education, they must learn through SL on a one-to-one individual basis. The costs to add FTE is huge or I will have to redistribute my other school personnel at a cost to other successful programs. The reporting mechanism is antiquated, in my opinion. All of the data you list can already be attained electronically. Placing it on the school house doors, so to speak, only emphasizes the differences of student abilities in the school. It makes reading data more like an MLS listing for realty.



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WITNESS NAME			
BUSINESS/ORGANIZATION:			
WITNESS NAME: CRAIG CARSON		PHONE NUMBER: 417-209-1086	
BUSINESS/ORGANIZATION NAME: OZARK R-VI SCHOOLS; SOUTHWEST MISSOURI CURRICULUM		TITLE: ASSISTANT SUPERINTENDENT OF SCHOOLS	
ADDRESS: 1600 W. JACKSON ST.			
CITY: OZARK		STATE: MO	ZIP: 65721
EMAIL:	ATTENDANCE:	SUBMIT DATE: 4/7/2021 12:00 AM	
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MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

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COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
BUSINESS/ORGANIZATION:			
WITNESS NAME: CRAIG CARSON		PHONE NUMBER: 417-209-1086	
BUSINESS/ORGANIZATION NAME: OZARK R-VI SCHOOLS; SOUTHWEST MISSOURI CURRICULUM DIRECTORS ASSOCIATION		TITLE: ASSISTANT SUPERINTENDENT OF LEARNING	
ADDRESS: 1600 W. JACKSON			
CITY: OZARK		STATE: MO	ZIP: 65721
EMAIL: craigcarson@ozarktigers.org	ATTENDANCE: In-Person	SUBMIT DATE: 4/7/2021 11:28 PM	
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Ladies and Gentlemen, After participating in the hearing today, please accept this additional input. I approach this with passion for student successes and the desire to see those not be impacted by this bill. This testimony is about the preponderance of school districts involved in the Southwest Missouri Curriculum Directors Association. I cannot guarantee each school district does these practices, but based on conversations with curriculum directors and administrators from SWMO districts, they talk through student achievement, assessment, and screener results of their students. And each district in the state turns in dyslexia screener information per student kindergarten through third grade at the end of each school year following the current law of 45 days. Regarding Assessment and Intervention: School districts in SWMO do begin the year with reading assessments and universal screeners (like the dyslexia ones we use). Assessment results are available immediately to be shared with parents, administrators, and school board members. It immediately gives teachers direction regarding next steps for student instruction. Growth Data: Districts use beginning of year data, middle of year, and end of year data to measure student growth. I will send examples of some data to you from some SWMO districts. General Reading Verses Dyslexia: This bill is about reading success plans for students who are having difficulties in reading. However, the majority of the bill is around how to help students with dyslexia. There are a sundry of difficulties, yet this bill is solely focused on how to treat students who are dyslexic or who show the potential for being dyslexic. Restricting this bill to only structured literacy is too prescriptive. Evidenced-Based Reading Instruction and Interventions: SW Missouri schools use evidenced-based reading instruction and interventions. In Ozark we have personnel trained in structured literacy (OG) and in other methods. Without using structured literacy as our instructional system, we still systematically and explicitly teach phonology, sound-symbol association, syllable instruction, morphology, syntax, semantics, and comprehension/thinking skills. We have assessments that show where students are in the progression. Our neighboring districts use a combination of instructional systems as well, but they are not only based around SL (some of them only use SL). They are based around multiple researched-based initiatives and approaches. This bill restricts us and will make us take time away from our main goal - students and their instruction/intervention - to learn a new set of techniques that are not necessarily better in meeting the needs of the majority of students since we are already meeting diverse and unique needs. One-size-fits-all Approach: I spent Easter weekend planting almost 200 trees and bushes on my small farm. I will mulch around each of these in the upcoming week. I do not use the same type of shovel for each of these tasks. I used a nursery shovel for the unique need of planting and will use a garden spade for the mulch. Both are shovels, but depending on the task, I need to use a different tool. Structured literacy is

good for those students who have been diagnosed medically with dyslexia; however, I have multiple other tools that are not CERI certified to meet the other unique reading difficulties. This bill forces all districts in Missouri to use one tool for intervention. I am asking you for the sake of all districts like ours and my SWMO colleagues to allow us the liberty to use evidenced-based literacy instruction not just structured literacy. Special Services: This bill will force IEP teams to use structured literacy. I do not believe that fits within federal IDEA legislation. Data has a Face: I appreciate Mrs. Fugate today sharing with you some of the stories of students who we have been successful. Students who completely failed the dyslexia screener at the beginning of the year were proficient by the end of the year. We intervened with each student according to his/her specific needs. It was heartbreaking to hear of the student who was in 4 different placements within this school year while Mrs. Fugate is trying to help intervene in her reading. No matter the instructional method we use, she will not make the gains we know she needs to make to be successful in second grade and in life. We will keep trying to help her, but her data, despite the work we do, may not be 2nd grade proficient. Hers is not the only story or situation. Data has faces, and we do not want to make excuses, but we need to realize the fact that some students' lack of achievement has nothing to do with the educational quality they are receiving. Changes Due to Dyslexia Taskforce and Legislation: We currently pay much more attention to specific data points due to the last dyslexia law. For that, we are grateful. The law highlighted some holes we had in our own system, and we have worked to fix those holes. We celebrate the growth we see in students due to our changes. The taskforce did not force us to use one type of intervention. In fact, the majority of the taskforce decided against recommending using structured literacy in the final findings. I will send an email to the committee regarding this testimony with some links to data in response to the Chairperson. We were questioned as to how many of our students were proficient in their reading abilities. We know MAP does not measure reading even though those numbers were used during the hearing. As of today, 4/7/21, 1989 of the 2466 (80.6%) K - 5 students in Ozark are at proficient or above. We still have more weeks to go to build on that data and see additional growth of our students. I respect that you want to force districts into compliance and you cannot go from district to district to do it. We all realize we must do better. Seeing those needs, you desire to legislate a solution. Unfortunately, as you try to fix one problem you are creating problems for many other good districts throughout the state who are finding success with students. I believe you can set up a system of guarantees from a district to DESE to qualify the types of instruction they are using without violating Republican values: local control and less governmental oversight. Thank you for allowing me to testify in front of you today. I am grateful when you approach hearings with an open mind and heart for solutions and productive dialogue. Craig Carson, Ed.D. Assistant Superintendent of Learning, Ozark R-VI Schools



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 368		DATE: 4/7/2021	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: DR. KARLA ARNOLD		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: karlaarnold02@gmail.com	ATTENDANCE: Written		SUBMIT DATE: 4/2/2021 11:00 AM
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I am in opposition of HB 368 for the following reasons:1. \$3,000 reimbursement per teacher assistant is insufficient in light of the entire cost, to include salaries and benefits for this staff. a. In addition, to the salary and benefit cost, these assistants would need to be trained in order to provide high-quality staff to work with k-3 students. \$3,000 per staff could be the cost for training each staff member.b. There is a shortage of staff already. It will be difficult to find potential people to hire for these positions. c. There is no funding for this \$3000, and it will be very costly to districts. In a mid-size district in the state, the average cost for a teacher assistant is approximately \$30,000 (salary and benefits). Finding this level of staff member is a shortage, in addition to the teacher shortage.2. Educators are the experts when it comes to what and how to teach struggling learners. It is not in the best interest of students for DESE and the State School Board to mandate how this should be done. There are several options for resources/tools to use which meet the literacy components during the instruction process.3. Referring all students who are reading below grade level for an IDEA evaluation goes beyond the mandate of IDEA. Additionally, it is a potential burden to the district to process these referrals - both a financial and time burden.a. The IDEA already provides the guidance for when students should be referred for a special education evaluation. The inclusion of this statement contradicts the federal law.4. We recommend adding the following to the definition of "reading assessment:" a recognized method of judging a student's reading ability, with results expressed as "assessment scores, such as, but not limited to, percentile scores, standard scores, Lexile scores, or grade level scores," and omitting "reading at a particular grade level."5. The requirement to provide literacy instruction to any student with a "formal diagnosis of dyslexia" is not realistic. We received "diagnosis" often for students from unqualified sources. It is important for districts to provide appropriate interventions for students who demonstrate they are struggling with reading skills, with or without a diagnosis of dyslexia, based on the screening data and then with progress monitoring in place to monitor student growth. 6. The requirement of summer school, with a threat of retention if not followed, is a punitive approach for schools and families. Some children need summer as a break, and some families consider this their family time for vacations, etc. Since parents are the educational decision-makers, this can put the district in an adversarial position with families and cause poor relationships. Thank you for your time.



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: GAYLE WILLEY		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: gayle@trlmo.com	ATTENDANCE: Written		SUBMIT DATE: 3/30/2021 7:46 PM
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I am in opposition to this bill. To require a special education referral is in direct violation of IDEA. This bill takes away local control of the districts and schools to determine the best reading intervention and plan for a child. Requiring a child to attend additional hours a week of school and summer school is not only cost prohibitive but could be detrimental to a child's self-esteem and the need for a break. Dyslexia is a medical diagnosis that schools do not diagnose and not all students with reading problems are dyslexic. These are just a few of these reasons that I am in opposition of this bill.



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WITNESS NAME			
BUSINESS/ORGANIZATION:			
WITNESS NAME: JANET TILLEY		PHONE NUMBER: 573-445-9920	
BUSINESS/ORGANIZATION NAME: MISSOURI SCHOOL BOARDS' ASSOCIATION		TITLE:	
ADDRESS: 200 MADISON SUITE 320			
CITY: JEFFERSON CITY		STATE: MO	ZIP: 65101
EMAIL: Tilley@mosba.org	ATTENDANCE: Written		SUBMIT DATE: 4/6/2021 5:26 PM
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Structures are already in place to ensure support for students who are not reading at grade-level that allow for the trained educational professionals to determine the individualized reading intervention strategies. Current legislation under 167.268 and 167.645 provide the parameters for assessing student literacy and for developing and implementing literacy plans. Districts are given the autonomy to make locally-based decisions to meet the varying needs of their students while still complying with the mandated legislation. This legislation removes this autonomy and mandates an approach to literacy intervention that may not meet the unique needs of each child. Talking Point #2 Students develop and learn differently; schools need the freedom to differentiate instruction to meet the needs of the child. Educators are trained to determine whether a student is having difficulty with reading because of a learning disability; delays in processing or self-regulatory skills; or a lack of access to books and a supportive literacy environment. The professional educators are the ones who have the training and knowledge needed to properly assess the student and determine the needed interventions. These same educators should be free to address the needs of the child without a legislative mandate. Talking Point #3 The legislation is based upon outdated research and not on scientifically-proven literacy standards. The legislation relies upon nearly 20 year old research from the National Reading Panel to define the mandated reading instruction parameters. The research from the Institute of Educational Sciences guidelines entitled "Foundational Skills to Support Reading for Understanding in K-3" (2016) and the International Dyslexia Association's 2018 revised standards indicate that structured literacy includes the following components: phonological and phonemic awareness; phonics and word recognition; automatic, fluent reading of text; vocabulary; listening comprehension; reading comprehension; and written expression. The legislation does not include all of these critical standards of literacy supported by current scientifically-based research. Talking Point # 4 The legislation is promoted by publishing companies and will result in increased profits if passed. The programs promoted by these publishing companies have not been proven to be effective. The legislation prescribes that districts implement a "structured literacy approach" for students. There are 10 current programs on the market that indicate they use a "structured literacy approach" or the Orton-Gillingham approach advocated by the International Dyslexia Association. Of those 10, only one, called Project Read has met the standards to even be reviewed by the Institute for Educational Science. The IES found that it had no discernable effects on general reading achievement for students with learning disabilities. The other nine programs do not have empirical research studies supporting them to even warrant evaluation by the IES. "The Center for Effective Reading Instruction (CERI), an affiliate of the International Dyslexia Association (IDA), is pleased to offer professional certificates and certifications to qualified individuals teaching and supporting reading in public and private general, remedial, and special education settings." There are NO universities in Missouri that provide this

certification. So, the individuals must pay for the certification and do their online training. Someone is making money. Talking Point #5 The automatic referral for an evaluation for special education (Subsection 7; line 138) for an incoming 4th grade student who is reading below grade level is particularly troubling and has not appeared in any previous versions of reading success plan legislation. The process for evaluating a student for special education services requires numerous district resources in terms of personnel and funds. This may also lead to the over identification of special education students, especially students of color.



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BILL NUMBER: HB 368		DATE: 4/7/2021	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input type="checkbox"/> IN SUPPORT OF <input checked="" type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: KAREN HOOD		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: karenhood@ozarktigers.org	ATTENDANCE: In-Person		SUBMIT DATE: 3/29/2021 8:36 PM
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My name is Dr. Karen Hood. I am a K-5 building principal for North Elementary in the Ozark R-VI School District. I oppose HB 368. Teachers and administrators in our school district have worked strategically to integrate evidence based literacy instruction and intervention into our practices to ensure all students succeed in reading and writing at high levels. The results of our efforts are evidenced in our strong state assessment scores. The goals in this bill are important and we believe, like you, in the urgency of getting students to proficiency in reading by the end of third grade in order for them to achieve future academic success. When students struggle in reading, it is imperative that highly qualified teachers intervene at each student's point of need with intervention that has the highest rated evidence of effectiveness. What is proposed in this bill demands that districts use one specific approach - structured literacy - which does not have empirical research studies supporting their effectiveness. My doctoral dissertation research provided a quantitative empirical look at literacy approaches across the state of Missouri and their impact on ELA MAP scores for third grade students. The study showed that districts using a comprehensive balanced literacy approach to instruction and intervention scored significantly higher on the ELA MAP assessment than districts using a packaged program. Reading is a complex process and the needs of readers have to be addressed individually with differentiated instruction and intervention. A one-size fits all approach to intervention will fail to help the multi-faceted reading needs of students who struggle in reading and it would be negligent to ignore years of empirical research that say otherwise. It is also undisputed that the expertise of the teacher makes the difference in student academic success. Districts can and should make decisions on what evidence based literacy approaches are most effective in helping all students reach reading proficiency without the limitations created in this bill. Thank you for your thoughtful consideration.



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: KAREN THOM		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: karenthom51@gmail.com	ATTENDANCE: Written		SUBMIT DATE: 3/29/2021 8:36 PM
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I appreciate this opportunity to provide testimony opposing HB 368 as it is currently written. HB 368 would cause district to lose local control of decision making for reading instruction and intervention. The bill would mandate methods, resources, and curriculum. Teachers need flexibility to help individual students and plan instruction that moves the student forward. This could mean changing the method if the child is not making progress. It includes building on the child's strengths and supporting what the child is not yet able to do. Curriculum and instruction are local-control issues. This bill lists only structured literacy and its specific curriculum for students with dyslexia. Not all of our struggling readers are dyslexic as the state screenings show. Many districts have successful reading intervention programs and others are working toward developing stronger programs. Forcing them to change now would adversely affect children and district budgets. It would be costly to duplicate services and retrain teachers. None of our Missouri colleges and universities currently offer the training CERI or ALTA would require. To require this certification would divert money from our Missouri institutions and instead benefit a few for-profit companies. There is also a lot of private money to be made with the specific structured literacy curriculums. HB368 prevents us from working together for the children of Missouri. Both sides really care about helping children and agree on many of the key principles for how children learn to read. 1. We agree that the instruction should be explicit, systematic, and multisensory. The instruction should cover the essential components of phonological awareness, phonics, fluency, vocabulary, and comprehension. 2. We agree that learning to read is a complex process. 3. We agree that instruction should be based on a student's needs and provided in small groups or a 1:1 setting. 4. We agree that student progress should be monitored and adjusted to meet the student's needs. 5. We agree that early intervention is important. 6. We agree that parents should be involved. 7. We agree that K-4 students should have reading interventions if they are behind in reading. 8. We agree that adding a Literacy Advisory Committee is a good idea, but it should be inclusive and proportionately representative of all stakeholders in teaching children to read and not be heavily weighted toward one group. The key difference between our positions is our opposition to mandating one approach to teaching students to read and mandating materials, resources, and curriculum. If you use only the term "structured literacy", it will be interpreted as one of the very specific dyslexia curriculums. Some of these programs have been around for years. For example, Wilson Reading has been used in Jefferson City with some LD students, but it is not the only intervention used. Programs like Orton Gillingham have been used throughout the state for many years. If this were a "silver bullet" to help all children learn to read, every district would already be using it. Reading is complex and so must be the options to teach it. Please reconsider parts of your bill. Work with school administrators, reading educators, Missouri university professors, and the reading and dyslexia associations to modify this bill so it can be supported by all the professionals working in our Missouri public schools. I urge you to review Senator

Eslinger's SB304. I appreciate the opportunity to share my thoughts with you and urge you to think of the long-lasting effects this legislation will have. This is a huge responsibility. Your decisions will affect the literacy lives of Missouri's children. Please expand opportunities for children rather than limit them. Sincerely, Karen Thom



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: KEISHA WURGLER		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL: keishawurgler@ozarktigers.org	ATTENDANCE: In-Person		SUBMIT DATE: 3/29/2021 5:08 PM
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My name is Dr. Keisha Wurgler, I live in Christian County and I am an Instructional Coach at Ozark North Elementary. I oppose House Bill 368, while the goals of HB 368 are important, language in the bill would create a one-size-fits-all approach to reading instruction and intervention systems that would take away local control of reading instruction by mandating programs, assessments, and curriculum, that would not allow professional educators to use all available resources to meet individual student's needs. I urge you to lead us forward in literacy instruction designed to address the needs of individual students. This bill assumes all students require the same path to literacy instruction, negating the variety of learning styles and needs of the individual students we embrace. It is irresponsible to overlook the width of research in longitudinal studies that clearly show when students spend time in instructional programs that are implemented as one-size-fits-all, and not matched to students' individual abilities and needs, those students can actually lose ground relative to their peers. I am counting on you to challenge the practice of using a label that suggests all learners' difficulties are similar and mandates one path to literacy acquisition. Thank you for giving hope to innovate educators developing multifaceted solutions for students that engage children's unique pathways to literacy.



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WITNESS NAME			
BUSINESS/ORGANIZATION:			
WITNESS NAME: LINDA FUGATE		PHONE NUMBER: 417-582-5972	
BUSINESS/ORGANIZATION NAME: OZARK SCHOOL DISTRICT		TITLE: READING INTERVENTIONIST	
ADDRESS: 1600 WEST JACKSON STREET			
CITY: OZARK		STATE: MO	ZIP: 65721
EMAIL:	ATTENDANCE:	SUBMIT DATE: 4/7/2021 12:00 AM	
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WITNESS NAME			
REGISTERED LOBBYIST:			
WITNESS NAME: OTTO FAJEN		PHONE NUMBER: 573-634-3202	
REPRESENTING: MISSOURI NATIONAL EDUCATION ASSOCIATION		TITLE:	
ADDRESS: 1810 EAST ELM STREET			
CITY: JEFFERSON CITY		STATE: MO	ZIP: 65101
EMAIL:	ATTENDANCE:	SUBMIT DATE: 4/7/2021 12:00 AM	
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