

2009 DRAFTING REQUEST

Bill

Received: **08/31/2009**

Received By: **pgrant**

Wanted: **As time permits**

Identical to LRB:

For: **Keith Ripp (608) 266-3404**

By/Representing: **Tyler Wenzlaff**

This file may be shown to any legislator: **NO**

Drafter: **pgrant**

May Contact:

Addl. Drafters:

Subject: **Education - school boards**
Education - state superintendent

Extra Copies: **TKK**

Submit via email: **YES**

Requester's email: **Rep.Ripp@legis.wisconsin.gov**

Carbon copy (CC:) to:

Pre Topic:

No specific pre topic given

Topic:

Dyslexia screening, teacher training, and intervention programs

Instructions:

See attached

Drafting History:

<u>Vers.</u>	<u>Drafted</u>	<u>Reviewed</u>	<u>Typed</u>	<u>Proofed</u>	<u>Submitted</u>	<u>Jacketed</u>	<u>Required</u>
/?	pgrant 09/18/2009	bkraft 09/21/2009		_____			S&L
/P1	pgrant 09/28/2009	bkraft 09/29/2009	phenry 09/21/2009	_____	mbarman 09/21/2009		S&L
/P2	pgrant 10/06/2009	bkraft 10/07/2009	mduchek 09/29/2009	_____	sbasford 09/29/2009		S&L
/1	pgrant	bkraft	jfrantze	_____	cduerst		S&L

<u>Vers.</u>	<u>Drafted</u>	<u>Reviewed</u>	<u>Typed</u>	<u>Proofed</u>	<u>Submitted</u>	<u>Jacketed</u>	<u>Required</u>
	10/16/2009	10/16/2009	10/07/2009 _____		10/07/2009		
/2			mduchek _____ 10/19/2009 _____		cduerst 10/19/2009	sbasford 10/20/2009	

FE Sent For:

*at
intro*

<END>

2009 DRAFTING REQUEST

Bill

Received: **08/31/2009**

Received By: **pgrant**

Wanted: **As time permits**

Identical to LRB:

For: **Keith Ripp (608) 266-3404**

By/Representing: **Tyler Wenzlaff**

This file may be shown to any legislator: **NO**

Drafter: **pgrant**

May Contact:

Addl. Drafters:

Subject: **Education - school boards**
Education - state superintendent

Extra Copies: **TKK**

Submit via email: **YES**

Requester's email: **Rep.Ripp@legis.wisconsin.gov**

Carbon copy (CC:) to:

Pre Topic:

No specific pre topic given

Topic:

Dyslexia screening, teacher training, and intervention programs

Instructions:

See attached

Drafting History:

<u>Vers.</u>	<u>Drafted</u>	<u>Reviewed</u>	<u>Typed</u>	<u>Proofed</u>	<u>Submitted</u>	<u>Jacketed</u>	<u>Required</u>
/?	pgrant 09/18/2009	bkraft 09/21/2009		_____			S&L
/P1	pgrant 09/28/2009	bkraft 09/29/2009	phenry 09/21/2009	_____	mbarman 09/21/2009		S&L
/P2	pgrant 10/06/2009	bkraft 10/07/2009	mduchek 09/29/2009	_____	sbasford 09/29/2009		S&L
/1	pgrant	bkraft	jfrantze	_____	cduerst		S&L

<u>Vers.</u>	<u>Drafted</u>	<u>Reviewed</u>	<u>Typed</u>	<u>Proofed</u>	<u>Submitted</u>	<u>Jacketed</u>	<u>Required</u>
	10/16/2009	10/16/2009	10/07/2009 _____		10/07/2009		
/2			mduchek _____		cduerst		
			10/19/2009 _____		10/19/2009		

FE Sent For:

<END>

2009 DRAFTING REQUEST

Bill

Received: **08/31/2009**

Received By: **pgrant**

Wanted: **As time permits**

Identical to LRB:

For: **Keith Ripp (608) 266-3404**

By/Representing: **Tyler Wenzlaff**

This file may be shown to any legislator: **NO**

Drafter: **pgrant**

May Contact:

Addl. Drafters:

Subject: **Education - school boards**
Education - state superintendent

Extra Copies: **TKK**

Submit via email: **YES**

Requester's email: **Rep.Ripp@legis.wisconsin.gov**

Carbon copy (CC:) to:

Pre Topic:

No specific pre topic given

Topic:

Dyslexia screening, teacher training, and intervention programs

Instructions:

See attached

Drafting History:

<u>Vers.</u>	<u>Drafted</u>	<u>Reviewed</u>	<u>Typed</u>	<u>Proofed</u>	<u>Submitted</u>	<u>Jacketed</u>	<u>Required</u>
/?	pgrant 09/18/2009	bkraft 09/21/2009		_____			S&L
/P1	pgrant 09/28/2009	bkraft 09/29/2009	phenry 09/21/2009	_____	mbarman 09/21/2009		S&L
/P2	pgrant 10/06/2009	bkraft 10/07/2009	mduchek 09/29/2009	_____	sbasford 09/29/2009		S&L
/1			jfrantze 10/10/09	_____	cduerst		

<u>Vers.</u>	<u>Drafted</u>	<u>Reviewed</u>	<u>Typed</u>	<u>Proofed</u>	<u>Submitted</u>	<u>Jacketed</u>	<u>Required</u>
			10/07/2009 _____		10/07/2009		

FE Sent For:

<END>

2009 DRAFTING REQUEST

Bill

Received: **08/31/2009**

Received By: **pgrant**

Wanted: **As time permits**

Identical to LRB:

For: **Keith Ripp (608) 266-3404**

By/Representing: **Tyler Wenzlaff**

This file may be shown to any legislator: **NO**

Drafter: **pgrant**

May Contact:

Addl. Drafters:

Subject: **Education - school boards**
Education - state superintendent

Extra Copies: **TKK**

Submit via email: **YES**

Requester's email: **Rep.Ripp@legis.wisconsin.gov**

Carbon copy (CC:) to:

Pre Topic:

No specific pre topic given

Topic:

Dyslexia screening, teacher training, and intervention programs

Instructions:

See attached

Drafting History:

<u>Vers.</u>	<u>Drafted</u>	<u>Reviewed</u>	<u>Typed</u>	<u>Proofed</u>	<u>Submitted</u>	<u>Jacketed</u>	<u>Required</u>
/?	pgrant 09/18/2009	bkraft 09/21/2009		_____			S&L
/P1	pgrant 09/28/2009	bkraft 09/29/2009	phenry 09/21/2009	_____	mbarman 09/21/2009		S&L
/P2			mduchek 09/29/2009	_____	sbasford 09/29/2009		

1 bjk 10/7
10/7
PH 10/7

FE Sent For:

<END>

2009 DRAFTING REQUEST

Bill

Received: **08/31/2009**

Received By: **pgrant**

Wanted: **As time permits**

Identical to LRB:

For: **Keith Ripp (608) 266-3404**

By/Representing: **Tyler Wenzlaff**

This file may be shown to any legislator: **NO**

Drafter: **pgrant**

May Contact:

Adtl. Drafters:

Subject: **Education - school boards**
Education - state superintendent

Extra Copies: **TKK**

Submit via email: **YES**

Requester's email: **Rep.Ripp@legis.wisconsin.gov**

Carbon copy (CC:) to:

Pre Topic:

No specific pre topic given

Topic:

Dyslexia screening, teacher training, and intervention programs

Instructions:

See attached

Drafting History:

<u>Vers.</u>	<u>Drafted</u>	<u>Reviewed</u>	<u>Typed</u>	<u>Proofed</u>	<u>Submitted</u>	<u>Jacketed</u>	<u>Required</u>
--------------	----------------	-----------------	--------------	----------------	------------------	-----------------	-----------------

/?	pgrant 09/18/2009	bkraft 09/21/2009		_____			S&L
----	----------------------	----------------------	--	-------	--	--	-----

/P1		phenry 09/21/2009		_____	mbarman 09/21/2009		
-----	--	----------------------	--	-------	-----------------------	--	--

FE Sent For:

Handwritten notes:
/ P2 bjk 9/29
M 9/29
M 9/29
PH 9/29
<END>

2009 DRAFTING REQUEST

Bill

Received: **08/31/2009**

Received By: **pgrant**

Wanted: **As time permits**

Identical to LRB:

For: **Keith Ripp (608) 266-3404**

By/Representing: **Tyler Wenzlaff**

This file may be shown to any legislator: **NO**

Drafter: **pgrant**

May Contact:

Addl. Drafters:

Subject: **Education - school boards**
Education - state superintendent

Extra Copies: **TKK**

Submit via email: **YES**

Requester's email: **Rep.Ripp@legis.wisconsin.gov**

Carbon copy (CC:) to:

Pre Topic:

No specific pre topic given

Topic:

Dyslexia screening, teacher training, and intervention programs

Instructions:

See attached

Drafting History:

<u>Vers.</u>	<u>Drafted</u>	<u>Reviewed</u>	<u>Typed</u>	<u>Proofed</u>	<u>Submitted</u>	<u>Jacketed</u>	<u>Required</u>
--------------	----------------	-----------------	--------------	----------------	------------------	-----------------	-----------------

/?	pgrant	/P1 bjk 9/21	9	9/21			
----	--------	--------------	---	-----------------	--	--	--

FE Sent For:

PH

<END>

Grant, Peter

From: Wenzlaff, Tyler
Sent: Monday, August 31, 2009 4:07 PM
To: Grant, Peter
Subject: Rep. Ripp Dyslexia Package

Peter,

Per our conversation.

Screening

- DPI develop screening program to help schools identify students with dyslexia.
- Begin screening in 1st grade and annually thereafter to 4th grade.
- Done through the rules process.

req. sd's to screen?

Training

- DPI develop educator training program to enhance the reading, writing, and spelling of students with dyslexia.
- DPI develop hand book based on other states hand book.
- DPI post both the educator training program and hand book on it's website.
- Update both training program and hand book as new information and techniques become available.

-for existing teachers?

Pilot Project

- DPI would take applications to be part of pilot program.
- Participating schools would implement researched-based, multi-sensory literacy intervention for students with dyslexia.
- Participating schools should have a 3 tiered reading structure in place (i.e., Response to Intervention and/or K-12 Reading Model), provide professional development training to teachers, assess students, collect and maintain data on the students progress with in the program
- Schools would issue progress reports annually to DPI for 5 years
- DPI would report progress to legislature.
- DPI would work within already appropriated funds.

how many sd's?

why does it? how what? # for it?

I'll answer any questions to the best of my knowledge.

Tyler Wenzlaff
Office of Wisconsin State Representative Keith Ripp
47th Assembly District
608-266-3404

Grant, Peter

From: Grant, Peter
Sent: Wednesday, September 09, 2009 2:18 PM
To: Wenzlaff, Tyler
Subject: RE: Rep. Ripp Dyslexia Package

Hi Tyler,

I've finally gotten a chance to look over the bill request you sent me last week, and I have a few questions for you. I didn't realize this at the time, but dyslexia is a specific learning disability that school districts must screen for under both state and federal special education law. DPI already conducts training programs to help school districts identify pupils with specific learning disabilities, including dyslexia. So I'm not sure what the first part of your request would add to what is being done currently.

Regarding the educator training program, is it your intent that DPI would train teachers in how to teach pupils who have dyslexia? I think this is done now as part of special education teachers' initial training in school and as part of their required continuing education courses. Do you want DPI to conduct additional training? Or do you want DPI to put together a training program that it would not conduct but would simply publish so others could implement if they so wished? If the latter, how would the program differ from the handbook?

Regarding the pilot project: I don't completely understand what the intervention program is. Currently under state and federal law, if a school district determines that a pupil has a disability (which may be any of a number of learning disabilities, including dyslexia), it must appoint an individualized education program team for the pupil. The team evaluates the pupil, develops an individualized education program for the pupil, and determines the special education placement for the pupil. How would the pilot program mesh with what is required under both state and federal special education law? Is the program only for pupils who have been identified as having dyslexia but are not eligible for special education (because, for example, the IEP team determines that the pupil does not have a need for special education)?

How would DPI determine which school districts would be part of the pilot program? How many districts would participate? Your email says that DPI would work within already appropriated funds, but I don't think it has any funds that it could use for such a pilot program. (All their funds are appropriated for specific purposes, none of which include dyslexia pilot programs.) Would a school district participate in such a pilot program, which would involve certain expenditures, without receiving a grant from DPI? What is the three-tiered reading structure that you refer to?

Thanks for your help with this. If you are working with someone on this issue, I'd be happy to communicate with that person.

Peter

From: Wenzlaff, Tyler
Sent: Monday, August 31, 2009 4:07 PM
To: Grant, Peter
Subject: Rep. Ripp Dyslexia Package

Peter,

Per our conversation.

Screening

-DPI develop screening program to help schools identify students with dyslexia.

-Begin screening in 1st grade and annually thereafter to 4th grade.

--Done through the rules process.

Training

09/09/2009

- DPI develop educator training program to enhance the reading, writing, and spelling of students with dyslexia.
- DPI develop hand book based on other states hand book.
- DPI post both the educator training program and hand book on it's website.
- Update both training program and hand book as new information and techniques become available.

Pilot Project

- DPI would take applications to be part of pilot program.
- Participating schools would implement researched-based, multi-sensory literacy intervention for students with dyslexia.
- Participating schools should have a 3 tiered reading structure in place (i.e., Response to Intervention and/or K-12 Reading Model), provide professional development training to teachers, assess students, collect and maintain data on the students progress with in the program
- Schools would issue progress reports annually to DPI for 5 years
- DPI would report progress to legislature.

- DPI would work within already appropriated funds.

I'll answer any questions to the best of my knowledge.

Tyler Wenzlaff
Office of Wisconsin State Representative Keith Ripp
47th Assembly District
608-266-3404



**WIBIDA- The Wisconsin Branch of
The International DYSLEXIA Association®**

As many as **Two in Ten** people have some degree of dyslexia—an unexplained difficulty in learning to read, even for persons with average and above average intelligence.

Someone you know, work with, or love has dyslexia!

WIBIDA wants you to know –

- In Wisconsin, dyslexia is rarely identified due to inconsistent policies and practices in schools throughout the state.
- When identified, a Wisconsin dyslexic is unlikely to be provided with scientifically researched instruction.
- Teachers in Wisconsin are not adequately trained or given support in delivery of effective reading instruction for ALL students.

When dyslexia is not identified and treated properly we have –

- 180,000 Wisconsin school-aged students at risk for **READING FAILURE**, leads to more school dropouts, delinquency, depression, unemployment, and incarceration. (National Center for Education Statistics-2006)
- \$1.5 BILLION of **extra** health costs are spent statewide annually due to low literacy skills. [\$466 million (Dane County and \$870 million (Milwaukee County))] (CMS, Office of the Actuary, National Health Statistics Group)
- \$10.5 million spent annually on Adult Basic Education in Wisconsin (Council On Wisconsin Statistics – 2006)

Wisconsin must stop wasting tax dollars! Redirect dollars to establish –

1. New early and ongoing screening in schools to identify dyslexia
- New state licensure requirements for delivering scientifically-based instruction for university teacher training and in-service support
 - Effective instruction, assistive technology, and accommodations for all Wisconsin dyslexic students and adults

We need your help!

This issue belongs in any WISCONSIN education reform legislation. Contact your legislator today!

9/15/09

~~Handwritten notes~~

Rep. Ripp's etc

- Dan Gustafson - Dean Health Clinic
- Heidi - Dyslexia Association
- Laura Ripp - Julie - ...

① screening program for dyslexics
 developed by DPI
 based on components from other states?

October
 is D-month
 10/22

~~plan A~~ list the components?

ask Dan abt #
 new fed'l law

based on phonemic processing
~~educator training?~~ & reading efficiency

must be a plan B
 if plan A is not
 succeeding?

DPI must consult w/ IAP dys. assoc.
 (dyslexic expert in field) (WIBIDA)

screen in ^{grade} 1 through grade 5 of pub. sch. pupils
 (at ~~end~~ ^{middle} of K)

sd's must do it in the screening

DPI develop program w/in 12 mos.
 screening begins in ~~2011~~ 2011-12

who gets screened?

lowest 40th percentile → every kid in 1st & 2nd grade
 (after that, lowest 50th percentile)

② educator training
 (current teachers)

DPI to develop training program
 " handbook

post training prog. & hb. on website

~~how implemented?~~

must be tested ???

Draft #1 for now, as preliminary.

BILL

Date (time) needed

508h

DN

LRB - 3404/P1

PG : bjk :

Use the appropriate components and routines developed for bills.

AN ACT . . . [generate catalog] **to repeal . . . ; to renumber . . . ; to consolidate and renumber . . . ; to renumber and amend . . . ; to consolidate, renumber and amend . . . ; to amend . . . ; to repeal and recreate . . . ; and to create . . .** of the statutes; relating to: *screening pupils for dyslexia*

SA

[NOTE: See section 4.02 (2) (br), Drafting Manual, for specific order of standard phrases.]

Analysis by the Legislative Reference Bureau

If titles are needed in the analysis, in the component bar:

For the main heading, execute: **create** → **anal:** → **title:** → **head**

For the subheading, execute: **create** → **anal:** → **title:** → **sub**

For the sub-subheading, execute: **create** → **anal:** → **title:** → **sub-sub**

For the analysis text, in the component bar:

For the text paragraph, execute: **create** → **anal:** → **text**

Please use → anal: prelim component

This is a preliminary draft ^{AD =} of an analysis will be provided in a later version of this draft → FC-5L

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

SECTION #.

SEC. CR. 115-783

1150783 Dyslexia screenings (B)

NO 4

(1) By the first day of the 12th month beginning after the effective date of this

subsection LRB inserts date the department shall develop a program to screen pupils in grades pupils in grades kindergarten to

5 for dyslexia based upon phonemic processing and reading efficiency In developing the In developing the

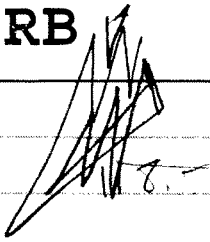
program the department shall consult with representatives from the Wisconsin branch of the International Dyslexia Association

(B)
 (2) Beginning in the 2011-12 school
 year, annually each school board operating elementary
 grades shall do all of the following
 using the ~~screening~~ program developed
 by the department under sub(1) (i)

(a) Screen enrolled in the school district each pupil in grades
 kindergarten to grade 2 (i) for dyslexia

(b) Screen each pupil enrolled
 in the school district in grades 3 to 5
 who scored in the lowest 40 percent
 of all pupils in the the same grade in the examinations
 under 50A 118030 for dyslexia

(End)



DN
Date

3404/P1

PG: bjk:

Do you want to require a school district to obtain parental consent to screen a child for dyslexia?
Do you want to require a school district to obtain parental consent to screen a child for dyslexia?

Should there be procedures for mediation or for hearings if an issue arises about a child's screening or a school district's failure to screen?
Should there be procedures for mediation or for hearings if an issue arises about a child's screening or a school district's failure to screen?

PG

**DRAFTER'S NOTE
FROM THE
LEGISLATIVE REFERENCE BUREAU**

LRB-3404/P1dn
PG:bjk:ph

September 21, 2009

1. Do you want to require a school district to obtain parental consent to screen a child for dyslexia?
2. Should there be procedures for mediation or for hearings if an issue arises about a child's screening or a school district's failure to screen?

Peter R. Grant
Managing Attorney
Phone: (608) 267-3362
E-mail: peter.grant@legis.wisconsin.gov

5/25/09 mtg w Rep Rupp's etc

RB
1) parental consent

screens unless ^{parents} opt out

(send letter home & inform parents that will screen unless p says no)

"will screen for ^{deficit} phonemic awareness & rapid naming"

2)

"screen for reading failure &?"

" " reading problem that are likely to catch early problem

DPI report to be on how widespread testing is?

need accountability mandate?

pick measures ...

→ "response to intervention"

if have RTI debate in PA or RD, then ...

→ DPI developed or purchase a normative screening device which will allow for word attack

sub bds. submit to DPI

→ name examples

pre-intervention & post-intervention scores



PRELIMINARY DRAFT - NOT READY FOR INTRODUCTION

check on def; d
"normative" is
do rules -
- sound base?

1 AN ACT to create 115.783 of the statutes; relating to: screening pupils for
2 dyslexia.

Analysis by the Legislative Reference Bureau

This is a preliminary draft. An analysis will be provided in a later version.
For further information see the *state and 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. 115.783 of the statutes is created to read:

4 115.783 Dyslexia screenings. (1) By the first day of the 12th month
5 beginning after the effective date of this subsection [LRB inserts date], the
6 department shall develop a program to screen pupils in grades kindergarten to 5 for
7 dyslexia. ~~The program shall be based on~~ phonemic processing and reading
8 efficiency. In developing the program, the department shall consult with
9 representatives from the Wisconsin branch of the International Dyslexia
10 Association.

(insert on
scientific basis)

that we be
reported in
standards
section

to identify
those who are
at risk of future reading failure
due to deficits in

or adopt a normative screening device
awareness or rapid naming

1 (2) Beginning in the 2011-12 school year, annually each school board operating
2 elementary grades shall do all of the following using the ^{screening device} program developed by the
3 department under sub. (1):

4 (a) Screen for dyslexia ^{p.A. & R.N.} each pupil enrolled in the school district in grades
5 kindergarten to grade 2

6 (b) Screen for dyslexia ^{p.A. & R.N.} each pupil enrolled in the school district in grades 3 to
7 5 who scored in the lowest 40 percent of all pupils in the state in the same grade on
8 the examinations under s. 118.30.

9 (END)

now
lowest 16th percentile gets help
group: "top 16th"
Den likes lowest 25th percentile

Accountability

if identify pupil...

sd has report screening results to DPJ

- how many screened?
- " " identified?

& dpi reports to leg ed committees annually.



Wed 7 a.m.

L stays

PRELIMINARY DRAFT - NOT READY FOR INTRODUCTION

Inserts

*LPS - Please check spelling.

phonemic awareness and rapid naming
phonemic awareness and rapid naming

1 AN ACT to create 115.783 of the statutes; relating to: screening pupils for
2 dyslexia

Analysis by the Legislative Reference Bureau

This is a preliminary draft. An analysis will be provided in a later version.
For further information see the *state and 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. 115.783 of the statutes is created to read:
4 115.783 Dyslexia screenings. (1) By the first day of the 12th month
5 beginning after the effective date of this subsection [LRB inserts date], the
6 department shall develop ~~program~~ to ~~screen~~ pupils in grades kindergarten to 5
7 ~~dyslexia. The program shall be based on upon phonemic processing and reading~~
8 ~~efficiency~~ In developing ~~the program~~ the department shall consult with
9 representatives from the Wisconsin branch of the International Dyslexia
10 Association.

who are at risk of ~~reading~~ reading failure due to deficits in
phonemic awareness or rapid naming

¶ (b) ~~AA~~ = The department shall submit the
 screening device ~~device~~ developed or adopted
 under ~~para~~ (a) ~~and~~ and any subsequent changes
 made to the screening device, ~~to~~ to the
 appropriate standing committees of the
 legislature under ~~50.13.172~~ (3)

SECTION 1

(a) Except as provided in paragraph (b),

screening device

(1) (2) Beginning in the 2011-12 school year, annually each school board operating elementary grades shall do all of the following using the program developed by the

(3) department under sub. (1) (a)

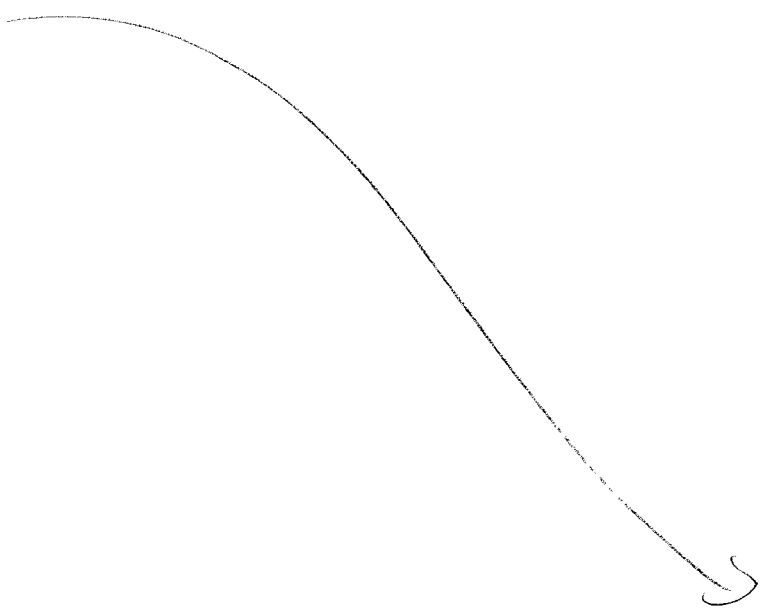
(4) 10 (a) Screen for dyslexia each pupil enrolled in the school district in grades kindergarten to grade 2 (a) phonemic awareness and rapid naming

(5) (6) 20 (b) Screen for dyslexia each pupil enrolled in the school district in grades 3 to 7 who scored in the lowest 40 percent of all pupils in the state in the same grade on the examinations under s. 118.30.

9 (END) under paragraph (a)

(b) The school board shall not screen a pupil if his or her parent objects.

(c) Annually each school board operating elementary grades shall shall



~~§~~ ^{WATP} Submit to the department a report
 indicating the number screened ⁱⁿ
 indicating the number of pupils screened that
^{school year}
 under par. (a) are not that number the
 number of pupils identified as being at risk
 of reading failure due to deficits
 in phonemic awareness or rapid
 naming. ~~§~~ The department shall submit
 an aggregate of the reports ~~and submit~~
 to the ~~legislative~~ appropriate standing
 committees of the legislature under
 § 130.172(3).

(End)

Grant, Peter

From: Wenzlaff, Tyler
Sent: Thursday, October 01, 2009 3:58 PM
To: Grant, Peter
Subject: Dyslexia Meeting

eter,
changes to LRB 3404/P2

We would like to add section requiring schools to notify parents or a guardian the results of screening their child within the first 90 days of the beginning of the current school year or enrollment which ever is earlier.

The language "beginning of the school year or enrollment which ever is earlier" is intended to include those that are enrolled after the beginning of the school year. I'm not sure if it shouldn't be "later" instead.

new bill on testing and training of teachers.

First we would like a Purpose and Intent section with the following:

It is the purpose and intent of this section to assure that skilled, dedicated teachers have the educational and training support necessary to master the critical science of reading acquisition and instruction; and the ability to utilize best practices in formulating and implementing reading instruction and intervention.

Testing

In addition to PRAXIS 2 DPI will develop or purchase a teacher licensure supplemental test that will assess educators knowledge and skill in:

1. Reading Development and instruction which included the five components of reading:
 - a. Phonemic awareness
 - b. Phonics
 - c. Fluency
 - d. Vocabulary
 - e. Text comprehension
2. Scientifically based instructional strategies (systemic, sequential, cumulative, explicit, synthetic and analytic, simultaneous)
3. Multi-sensory, structured language methods and multi-sensory structured language curricula.
4. How to assess results of the screening and provide appropriate intervention reading instruction.

educators are those specializing in elementary education, special education, reading, reading specialists, alternative teachers and early education.

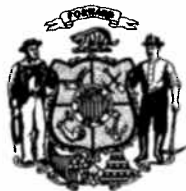
Within 12 months of publication.

DPI will offer training in helping passage of the test.

The testing device will be reported to the appropriate legislative standing committee with one year of publication language from LRB 3404 Page 2 line 1.

All teachers, current and future, will have 5 years after DPI reports the testing device to the appropriate legislative standing committees to pass this test.

Teachers who haven't passed the test within 5 years will lose education license.



stays

PRELIMINARY DRAFT - NOT READY FOR INTRODUCTION

written
inserts

SA

regen.

1 AN ACT to create 115.783 of the statutes; relating to: screening pupils for
2 phonemic awareness and rapid naming.

Analysis by the Legislative Reference Bureau

see attached

~~This is a preliminary draft. An analysis will be provided in a later version.~~

For further information see the *state and 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. 115.783 of the statutes is created to read:

4 115.783 Dyslexia screenings. (1) (a) By the first day of the 12th month

5 beginning after the effective date of this ^{Paragraph} ~~subsection~~ [LRB inserts date], the

6 department shall develop or adopt a scientifically-based, normative screening

7 device to identify pupils in grades kindergarten to 5 who are at risk of reading failure

8 due to deficits in phonemic awareness or rapid naming. In developing or adopting

9 the device, the department shall consult with representatives from the Wisconsin

10 branch of the International Dyslexia Association.

1 (b) The department shall submit the screening device developed or adopted
2 under par. (a), and any subsequent changes made to the screening device, to the
3 appropriate standing committees of the legislature under s. 13.172 (3).

4 (2) (a) Except as provided in par. (b), beginning in the 2011-12 school year,
5 annually each school board operating elementary grades shall do all of the following
6 using the screening device developed or adopted by the department under sub. (1)
7 (a):

8 1. Screen for phonemic awareness and rapid naming each pupil enrolled in the
9 school district in grades kindergarten to grade 2.

10 2. Screen for phonemic awareness and rapid naming each pupil enrolled in the
11 school district in grades 3 to 5 who scored in the lowest 40 percent of all pupils in the
12 state in the same grade on the examinations under s. 118.30

13 (b) The school board ~~shall~~ ^{may} not screen a pupil under par. (a) if his or her parent
14 objects.

15 ²⁻¹⁴ ^B ⁽³⁾ ^{sub (2)} Annually each school board operating elementary grades shall submit to the
16 department a report indicating the number of pupils screened in that school year
17 under par. (a) and, of that number, the number of pupils identified as being at risk
18 of reading failure due to deficits in phonemic awareness or rapid naming. The
19 department shall submit an aggregate of the reports to the appropriate standing
20 committees of the legislature under s. 13.172 (3).

(END)

Handwritten annotations: circled numbers 9, 12, 13, 15, 17; circled text 'grade 2', 's. 118.30', 'may', 'sub (2)'; a box containing 'w 121002 Δ(1) Δ(r)'; a box containing '2-14' with an arrow pointing to line 15; a circled 'B' with an arrow pointing to line 15; a circled '(3)' with an arrow pointing to line 15.

2-14

move

90 days after
 ¶ (c) ~~Within~~ 90 days after the commencement
 of ~~the~~ classes each school term, the
 school board shall provide the parent of each
 pupil screened under paragraph (a) with the results of the
 screening

or within 90 days after a pupil's
 enrollment in a school district if subsequent
 to the commencement of classes ↗

Analysis

This bill directs the Department of Public Instruction (DPI) to develop or adopt a screening device to identify pupils in grades kindergarten to 5 who are at risk of reading failure due to deficits in phonemic awareness or rapid naming.

Beginning in the 2011-12 school year, unless a pupil's parent objects, annually each school board operating elementary grades must use the screening device to screen each pupil enrolled in the school district in grades kindergarten to ~~grade~~ 2 and each pupil enrolled in grades 3 to 5 who scored in the lowest 40 percent of all pupils in the state on the statewide standardized examinations.

Results of the screen must be provided

STATE OF WISCONSIN - LEGISLATIVE REFERENCE BUREAU

LRB

Research (608-266-0341)

Library (608-266-7040)

Legal (608-266-3561)

LRB

to the parent of each pupil screened within
90 days of the commencement of fall
classes each
classroom each year. ⊙

→ FE - JL

Grant, Peter

From: Wenzlaff, Tyler
Sent: Friday, October 16, 2009 1:35 PM
To: Grant, Peter
Subject: RE: comments for Draft LRB 3627

Peter,

~~Thank you for your patience with this bill. We're trying to figure out the correct language to make sure that if DPI adopts a teacher assessment that they adopt a desire teacher assessment or if they develop a teacher assessment they assess teacher knowledge in the concepts intended by the legislature leaving as little vagueness as possible.~~

~~Changes to LRB 3627-~~

~~Page 2 line 7~~

- ~~1. Reading development and scientifically based reading instruction, integration of knowledge and understanding phonological and phonemic awareness, concepts of print and the alphabetic principles, the role of phonics in promoting reading development, word analysis skills and strategies, vocabulary development, how to apply reading comprehension skills and strategies to imaginative/literary and informational/expository texts, formal and informal methods for assessing reading development, and multiple approaches to reading instruction.~~
- ~~2. Simultaneous multi-sensory, structured language methods and curricula.~~
- ~~3. How to assess the results of devices used to screen pupils for phonemic awareness and rapid naming and provide appropriate reading instruction and intervention.~~

~~Deleting #2 in the original bill~~

Changes to LRB 3404

Page 2 line 2

After device insert "with results to be reported in both standard and percentile formats"

Disregard those changes listed in the email below.

Let me know if you have any questions.

Tyler

From: Grant, Peter
Sent: Tuesday, October 13, 2009 9:13 AM
To: Wenzlaff, Tyler
Subject: RE: comments for Draft LRB 3627

Tyler, some of this new stuff seems redundant and some doesn't fit the introduction.

In the first category: the draft already mentions phonics. Do we need to mention it again, as in your par. B? Currently, it's in subd. 1 ("including...phonics"). Does it need to be in 1. B. as well? And isn't "phonemic awareness" the same as "knowledge of the English speech sound system"?

What if I expand subd. 1 so it reads " Reading development and instruction, including phonetics, phonology, phonemic awareness, phonics, morphology, orthography, syntax, fluency, vocabulary, and text structure and comprehension." Everything else would remain the same.

In the second category, there's your new par. D. This doesn't fit the introduction, which is "...passes a supplementary

10/16/2009

examinaton...that assesses knowledge of all of the following:" (i.e., Knowledge of "Supervised practice in teaching reading" makes no sense.) How exactly do you want the new exam to test for practice teaching? Or do you just want to prohibit a teaching license from being issued to someone who has not had supervised practice in teaching reading?

Peter

From: Wenzlaff, Tyler
Sent: Monday, October 12, 2009 4:13 PM
To: Grant, Peter
Subject: comments for Draft LRB 3627

1. Reading development and instruction, including phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

ADD:

- A. Knowledge of the English speech sound system and its production (Phonetics and Phonology)
- B. Knowledge of the SStructure of English Orthography and its relationships to sounds and meaning (Phonics and Morphology)
- C. Knowledge of Grammatical Structure (Syntax, Text Structure)
- D. Supervised practice in Teaching Reading

2. Scientifically based, instructional strategies for teaching reading.

3. Multi-sensory, structured language methods and curricula.

4. How to assess the results of devices used to screen pupils for phonemic awareness and rapid naming and provide appropriate intervention reading instruction.

Let me know if you have any questions.

Tyler Wenzlaff

Office of Wisconsin State Representative Keith Ripp

47th Assembly District



2
e
stays

2009 BILL

SA

1 AN ACT ^{regen.} to create 115.783 of the statutes; relating to: screening pupils for
2 phonemic awareness and rapid naming.

Analysis by the Legislative Reference Bureau

This bill directs the Department of Public Instruction (DPI) to develop or adopt a screening device to identify pupils in grades kindergarten to ^{five} 5 who are at risk of reading failure due to deficits in phonemic awareness or rapid naming. Beginning in the 2011-12 school year, unless a pupil's parent objects, annually each school board operating elementary grades must use the screening device to screen each pupil enrolled in the school district in grades kindergarten to ^{two} 2 and each pupil enrolled in grades ^{three} 3 to ^{five} 5 who scored in the lowest 40 percent of all pupils in the state on the statewide standardized examinations. Results of the screen must be provided to the parent of each pupil screened within 90 days of the commencement of fall classes each year.

For further information see the *state and 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. 115.783 of the statutes is created to read:
4 **115.783 Dyslexia screenings.** (1) (a) By the first day of the 12th month
5 beginning after the effective date of this paragraph [LRB inserts date], the

BILL

SECTION 1

(A)

1 department shall develop or adopt a scientifically based, normative screening
2 device to identify pupils in grades kindergarten to 5 who are at risk of reading failure
3 due to deficits in phonemic awareness or rapid naming. In developing or adopting
4 the device, the department shall consult with representatives from the Wisconsin
5 branch of the International Dyslexia Association.

6 (b) The department shall submit the screening device developed or adopted
7 under par. (a), and any subsequent changes made to the screening device, to the
8 appropriate standing committees of the legislature under s. 13.172 (3).

9 (2) (a) Except as provided in par. (b), beginning in the 2011-12 school year,
10 annually each school board operating elementary grades shall do all of the following
11 using the screening device developed or adopted by the department under sub. (1)

12 (a):

13 1. Screen for phonemic awareness and rapid naming each pupil enrolled in the
14 school district in grades kindergarten to 2.

15 2. Screen for phonemic awareness and rapid naming each pupil enrolled in the
16 school district in grades 3 to 5 who scored in the lowest 40 percent of all pupils in the
17 state in the same grade on the examinations under s. 118.30 or 121.02 (1) (r).

18 (b) The school board may not screen a pupil under par. (a) if his or her parent
19 objects.

20 (c) Within 90 days after the commencement of classes each school term or
21 within 90 days after a pupil's enrollment in a school district if subsequent to the
22 commencement of classes, the school board shall provide the parent of each pupil
23 screened under par. (a) with the results of the screen.

24 (3) Annually each school board operating elementary grades shall submit to
25 the department a report indicating the number of pupils screened in that school year

in percentile format
in percentile format
board shall report the aggregate results of the screenings to the department in standard format
At the same time the school board shall report the aggregate results of the screenings to the department in standard format
The school board shall report the aggregate results of the screenings to the department in standard format

BILL

1 under sub. (2) and, of that number, the number of pupils identified as being at risk
2 of reading failure due to deficits in phonemic awareness or rapid naming. The
3 department shall submit an aggregate of the reports to the appropriate standing
4 committees of the legislature under s. 13.172 (3).

5

(END)

Basford, Sarah

From: Wenzlaff, Tyler

Sent: Tuesday, October 20, 2009 1:20 PM

To: LRB.Legal

Subject: Draft Review: LRB 09-3404/2 Topic: Dyslexia screening, teacher training, and intervention programs

Please Jacket LRB 09-3404/2 for the ASSEMBLY.

10/20/2009