



State of Wisconsin
2019 - 2020 LEGISLATURE

LRB-0383/2
FFK:kjf&cde

2019 BILL

1 **AN ACT to create** 115.28 (56) and 118.015 (4) (d) of the statutes; **relating to:**
2 developing a guidebook related to dyslexia and related conditions.

Analysis by the Legislative Reference Bureau

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

For further information see the **state** fiscal estimate, which will be printed as an appendix to this bill.

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

JOINT LEGISLATIVE COUNCIL PREFATORY NOTE: This bill was prepared for the Joint Legislative Council's Study Committee on Identification and Management of Dyslexia.

Testimony before the committee indicated that parents, teachers, and administrators assisting students with dyslexia and related conditions may have difficulty finding information and resources related to dyslexia and related conditions. At its second meeting, the committee heard testimony from representatives from the Minnesota Department of Education, who created a guidebook as a resource for parents and teachers of students with dyslexia in navigating the school system. The committee discussed legislation relating to the creation of a guidebook in Wisconsin and instructed the Legislative Council to have this bill drafted.

This bill requires the Department of Public Instruction (DPI) to develop a guidebook for parents, guardians, teachers, and administrators regarding dyslexia and

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related conditions. To develop the guidebook, the state superintendent of public instruction must establish an advisory committee, whose membership shall be determined in consultation with the International Dyslexia Association—Wisconsin Branch, Inc. (IDA), and the Wisconsin State Reading Association, Inc. (WSRA). Representatives from IDA and WSRA also serve as cochairpersons on the advisory committee.

The advisory committee must submit to DPI a draft guidebook containing at least all of the following information: (1) guidelines on screening processes and tools available to identify dyslexia and related conditions, (2) a description of interventions and instructional strategies that have been shown to improve academic performance of pupils with dyslexia and related conditions, and (3) a description of resources and services related to dyslexia and related conditions that are available to pupils with dyslexia and related conditions, parents and guardians of such pupils, and educators.

The advisory committee must submit its draft guidebook to DPI within one year of appointment of all members of the advisory committee. DPI must publish the final guidebook within three months after it receives the draft guidebook from the advisory committee. Any school board that maintains an Internet site must include a link to the guidebook on its Internet site. Finally, DPI must review the guidebook once every three years, in consultation with IDA and WSRA.

1 **SECTION 1.** 115.28 (56) of the statutes is created to read:

2 115.28 **(56)** GUIDEBOOK RELATED TO DYSLEXIA AND RELATED CONDITIONS. (a) At
3 least once every 3 school years, in consultation with the International Dyslexia
4 Association – Wisconsin Branch, Inc., and the Wisconsin State Reading Association,
5 Inc., review the guidebook related to dyslexia and related conditions developed
6 under 2019 Wisconsin Act (this act), section 3 (2), and, if appropriate, revise the
7 guidebook.

8 (b) Publish on the department’s Internet site the guidebook related to dyslexia
9 and related conditions developed under 2019 Wisconsin Act (this act), section 3
10 (2), and any revisions under par. (a).

11 **SECTION 2.** 118.015 (4) (d) of the statutes is created to read:

12 118.015 **(4)** (d) If the school board maintains an Internet site for the school
13 district, include a link to the guidebook related to dyslexia and related conditions
14 that is published on the department’s Internet site under s. 115.28 (56) (b).

15 **SECTION 3. Nonstatutory provisions.**

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1 (1) DEFINITION OF DYSLEXIA. In subs. (2) to (5), “dyslexia” means a specific
2 learning disability that is neurobiological in origin. Dyslexia is characterized by
3 difficulties with accurate and fluent word recognition and by poor spelling and
4 decoding abilities. These difficulties typically result from a deficit in the
5 phonological component of language that is often unexpected in relation to other
6 cognitive abilities and the provision of effective classroom instruction. Secondary
7 consequences may include problems in reading comprehension and reduced reading
8 experience that can impede growth of vocabulary and background knowledge.

9 (2) GUIDEBOOK RELATED TO DYSLEXIA AND RELATED CONDITIONS. The department
10 of public instruction, in consultation with the advisory committee established under
11 sub. (3), shall develop a guidebook that provides guidance for parents, guardians,
12 teachers, and administrators on the subject of dyslexia and related conditions. The
13 department shall publish the guidebook developed under this subsection on the
14 department’s Internet site no later than the first day of the 4th month after the date
15 on which the department receives a draft guidebook under sub. (5). The department
16 shall include in the guidebook related to dyslexia and related conditions at least all
17 of the following:

18 (a) Guidelines on screening processes and tools available to identify dyslexia
19 and related conditions.

20 (b) A description of interventions and instructional strategies that have been
21 shown to improve academic performance of pupils with dyslexia and related
22 conditions.

23 (c) A description of resources and services related to dyslexia and related
24 conditions that are available to all of the following:

25 1. Pupils with dyslexia and related conditions.

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1 2. Parents and guardians of pupils with dyslexia and related conditions.

2 3. Educators.

3 (3) ADVISORY COMMITTEE. The state superintendent of public instruction shall
4 establish an advisory committee to develop a draft guidebook related to dyslexia and
5 related conditions. The advisory committee shall be comprised of 19 members
6 appointed under sub. (4). No member of the advisory committee may have a financial
7 interest in a vendor of any of the following:

8 (a) A product that is designed to identify dyslexia or a related condition.

9 (b) A program that provides training on dyslexia or a related condition to
10 educators.

11 (4) APPOINTMENT OF ADVISORY COMMITTEE MEMBERS. The state superintendent of
12 public instruction shall appoint the members of the advisory committee under sub.

13 (3) as follows:

14 (a) By no later than 30 days after the effective date of this paragraph, the
15 International Dyslexia Association – Wisconsin Branch, Inc., shall submit to the
16 state superintendent of public instruction a list of 3 individuals it recommends to
17 serve as a cochairperson of the advisory committee. By no later than 60 days after
18 the effective date of this paragraph, the state superintendent of public instruction
19 shall appoint one individual from the list submitted under this paragraph to serve
20 as a cochairperson of the advisory committee.

21 (b) By no later than 30 days after the effective date of this paragraph, the
22 Wisconsin State Reading Association, Inc., shall submit to the state superintendent
23 of public instruction a list of 3 individuals it recommends to serve as a cochairperson
24 of the advisory committee. By no later than 60 days after the effective date of this
25 paragraph, the state superintendent of public instruction shall appoint one

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1 individual from the list submitted under this paragraph to serve as a cochairperson
2 of the advisory committee.

3 (c) By no later than 90 days after the effective date of this paragraph, the
4 International Dyslexia Association – Wisconsin Branch, Inc., and the Wisconsin
5 State Reading Association, Inc., shall each submit a list of 8 individuals that the
6 organization recommends to be a member of the advisory committee.

7 (d) By no later than 120 days after the effective date of this paragraph, the state
8 superintendent of public instruction shall determine whether the individuals
9 recommended under par. (c) are disqualified under sub. (3) because of financial
10 interest. If the state superintendent of public instruction determines that an
11 individual is disqualified, the state superintendent shall immediately notify the
12 organization that recommended the individual and allow the organization to submit
13 another recommendation within 30 days.

14 (e) By no later than the first day of the 7th month after the effective date of this
15 paragraph, in addition to the cochairpersons appointed under pars. (a) and (b), the
16 state superintendent shall appoint to the advisory committee all of the following:

- 17 1. One member who is a representative of the department of public instruction.
- 18 2. Eight members from the recommendations provided by International
19 Dyslexia Association – Wisconsin Branch, Inc., under pars. (c) and (d).
- 20 3. Eight members from the recommendations provided by the Wisconsin State
21 Reading Association, Inc., under pars. (c) and (d).

22 (5) DRAFT GUIDEBOOK RELATED TO DYSLEXIA AND RELATED CONDITIONS. By no later
23 than the first day of the 12th month after the date on which all members of the
24 advisory committee have been appointed under sub. (4) (e), the advisory committee
25 shall submit a draft guidebook related to dyslexia and related conditions that

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1 includes the information required under sub. (2) (a) to (c) to the department of public
2 instruction and the appropriate standing committee of each house of the legislature.

3 **SECTION 4. Initial applicability.**

4 (1) **GUIDEBOOK REVIEW PROCESS.** The treatment of s. 115.28 (56) (a) first applies
5 beginning on the date the guidebook related to dyslexia and related conditions is
6 published on the department of public instruction's Internet site under SECTION 3 (2)
7 of this act.

8 (END)