



State of Wisconsin  
2019 - 2020 LEGISLATURE

LRB-0383/4  
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## 2019 ASSEMBLY BILL 110

March 22, 2019 - Introduced by JOINT LEGISLATIVE COUNCIL. Referred to Committee on Education.

- 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.

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### *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.

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***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 related conditions. To develop the guidebook, the state superintendent of public

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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) a description of 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). The guidebook shall be published for  
11          informational purposes only.

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

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

16          **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 information 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 guidebook  
16 shall be published for informational purposes only. In the guidebook related to  
17 dyslexia and related conditions, the department shall include at least a description  
18 of all of the following:

19           (a) Screening processes and tools available to identify dyslexia and related  
20 conditions.

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

23           (c) Resources and services related to dyslexia and related conditions that are  
24 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).

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

9 (3) as follows:

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

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

24           (c) By no later than 90 days after the effective date of this paragraph, the  
25 International Dyslexia Association – Wisconsin Branch, Inc., and the Wisconsin

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1 State Reading Association, Inc., shall each submit a list of 8 individuals that the  
2 organization recommends to be a member of the advisory committee.

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

6 1. One member who is a representative of the department of public instruction.

7 2. Eight members from the recommendations provided by International  
8 Dyslexia Association – Wisconsin Branch, Inc., under par. (c).

9 3. Eight members from the recommendations provided by the Wisconsin State  
10 Reading Association, Inc., under par. (c).

11 (5) DRAFT GUIDEBOOK RELATED TO DYSLEXIA AND RELATED CONDITIONS. By no later  
12 than the first day of the 12th month after the date on which all members of the  
13 advisory committee have been appointed under sub. (4) (d), the advisory committee  
14 shall submit a draft guidebook related to dyslexia and related conditions that  
15 includes the information required under sub. (2) (a) to (c) to the department of public  
16 instruction and the appropriate standing committee of each house of the legislature.

17 **SECTION 4. Initial applicability.**

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

22 (END)