

Ashwaubenon School District

Curriculum, Instruction, and Assessment Department

Ashwaubenon School District's Information on Dyslexia and Related Conditions:

Per Act 86, the Department of Public Instruction created [*Wisconsin's Informational Guidebook on Dyslexia and Related Conditions*](#). This guidebook, linked here for your review, discusses screening, instruction and intervention, and resources that can support improved learning for school-aged individuals with characteristics of dyslexia and related conditions. The audience for this information includes parents and families, educators, interventionists or reading teachers, and educational leaders. The purpose of this guidebook is to:

- help learners, families, and educators understand the characteristics of dyslexia and related conditions and how they can be identified;
- share characteristics of instruction that can effectively serve students with dyslexia and related conditions so that all Wisconsin students get the instruction/interventions they need when they need it;
- help families understand what information to request and questions to ask to better understand their child's strengths and needs as a learner;
- help families understand how their child's needs as a reader are, or can be, addressed;
- help families understand educational language related to reading, including common terms related to assessment, instruction, and intervention;
- help families understand the universal instruction and/or interventions educators and educational systems use and how to effectively meet the needs of readers with dyslexia or related conditions; and
- support educational systems in considering how their system addresses assessment, screening, instruction, and intervention for all readers, including those with dyslexia and related conditions and those who struggle for other reasons.

Ashwaubenon School District's Equitable Multi-Level System of Supports:

As noted in the guidebook, identification of struggling readers early on is necessary so that appropriate, evidenced-based instructional practices can be implemented to support students. As a result, Ashwaubenon School District implements the following:

- Universal screening takes place three times per school year in fall, winter, and spring. This tool helps to identify students who are in need of additional time and support in reading and mathematics.
- Classroom teachers use frequent formative assessments aligned with grade level standards and learning targets to identify students for additional support (tier 2) and to make decisions that will benefit whole-group, core instruction (tier 1).

- Learning Support Teachers at each school use universal screening data and classroom assessment data/input from grade level teachers to identify students in need of support above and beyond the universal classroom instruction (tier 1) & classroom teacher intervention (tier 2). These interventions are typically based on identified foundational skill deficits and needs (tier 3), with the goal of exiting students from tier 3 intervention and continuing to meet their needs at the tier 1 and tier 2 levels of instruction.
- If a student demonstrates insufficient progress after intensive intervention (tier 3) and inadequate classroom achievement the student may meet Wisconsin's eligibility criteria used to identify a Specific Learning Disability. The IEP team must determine if there is a need for special education. Under state and federal law, special education eligibility is determined through the IEP process. A diagnosis of dyslexia is typically made as part of an outside evaluation by a non-public school professional. Please note that such a diagnosis is not a determination of special education eligibility. For further clarification on the relationship between Specific Learning Disabilities and Dyslexia, refer to [THIS](#) guidance document from the Wisconsin Department of Public Instruction.

