

# SENATE BILL 823

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(6lr3593)

## ENROLLED BILL

— Education, Health, and Environmental Affairs/Ways and Means —

Introduced by **Senator Conway**

Read and Examined by Proofreaders:

\_\_\_\_\_  
Proofreader.

\_\_\_\_\_  
Proofreader.

Sealed with the Great Seal and presented to the Governor, for his approval this

\_\_\_\_\_ day of \_\_\_\_\_ at \_\_\_\_\_ o'clock, \_\_\_\_\_ M.

\_\_\_\_\_  
President.

### CHAPTER \_\_\_\_\_

1 AN ACT concerning

2 **Task Force to Study the Implementation of a Dyslexia Education Program**

3 ~~Extension~~ **Membership, Duties, and Extension**

4 FOR the purpose of altering the ~~date by which~~ *membership and duties* of the Task Force to  
5 Study the Implementation of a Dyslexia Education Program; *altering the date by*  
6 *which the Task Force* is required to submit certain findings and recommendations;  
7 extending the termination date of the Task Force; and generally relating to the Task  
8 Force to Study the Implementation of a Dyslexia Education Program.

9 BY repealing and reenacting, with amendments,

10 Chapter 411 of the Acts of the General Assembly of 2015

11 Section ~~1(g)~~ *1(b), (f), and (g)* and 2

12 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,  
13 That the Laws of Maryland read as follows:

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#### EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.

Underlining indicates amendments to bill.

~~Strike out~~ indicates matter stricken from the bill by amendment or deleted from the law by amendment.

*Italics* indicate opposite chamber/conference committee amendments.



## Chapter 411 of the Acts of 2015

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,  
That:

(b) The Task Force consists of the following members:

(1) one member of the Senate of Maryland, appointed by the President of the Senate;

(2) one member of the House of Delegates, appointed by the Speaker of the House;

(3) the State Superintendent of Schools, or the Superintendent's designee;

(4) one representative of the Maryland Association of Boards of Education, appointed by the Executive Director of the Association;

(5) one representative of the Public School Superintendents Association of Maryland, appointed by the Executive Director of the Association;

(6) one representative of the Maryland State Education Association, appointed by the Executive Director of the Association;

(7) one representative of the Maryland School Psychologists' Association, appointed by the President of the Association; and

(8) the following members, appointed by the Governor:

(i) one representative of an employee organization of public school teachers;

(ii) one representative of a local school system;

(iii) two representatives of the dyslexia education community;

(iv) one representative of an organization that certifies dyslexia identification methodologies;

(v) one consumer member who has experience with dyslexia identification, education, and treatment; [and]

(vi) one representative of Decoding Dyslexia Maryland;

1 (VII) ONE MEMBER WHO IS AN ADMINISTRATOR OF A TEACHER  
2 TRAINING PROGRAM; AND

3 (VIII) ONE MEMBER WHO IS EMPLOYED BY AN INSTITUTION OF  
4 HIGHER EDUCATION WITH EXPERTISE IN RESEARCH METHODOLOGY.

5 (f) The Task Force shall:

6 (1) MAKE RECOMMENDATIONS REGARDING HOW THE TERMS  
7 “DYSLEXIA” AND “TARGETED STUDENTS” SHOULD BE DEFINED;

8 [(1)] (2) determine current practices for identifying and treating dyslexia  
9 in students in Maryland public schools;

10 [(2)] (3) determine current practices for identifying and treating dyslexia  
11 in other states;

12 (4) DETERMINE THE COMPONENTS AND COSTS OF SUCCESSFUL  
13 DYSLEXIA EDUCATION PROGRAMS ESTABLISHED IN OTHER STATES;

14 [(3)] (5) determine the appropriate structure for establishing a dyslexia  
15 education program and make recommendations on:

16 (i) the feasibility of funding a dyslexia education program through  
17 the State Department of Education or alternative funding mechanisms and sources or both,  
18 INCLUDING RESEARCHING GRANT OPPORTUNITIES;

19 (ii) the methodologies that should be used to test students and  
20 identify dyslexia and pre-dyslexia tendencies in students;

21 (iii) the appropriate age to begin testing for dyslexia and pre-dyslexia  
22 tendencies; and

23 (iv) the best practices for treating and educating students identified  
24 as having dyslexia or pre-dyslexia tendencies; and

25 [(4)] (6) develop a pilot program to initiate the implementation of the  
26 recommendations of the Task Force in an appropriately limited geographical area.

27 (g) On or before December 30, [2015] **2016**, the Task Force shall report its  
28 findings and recommendations to the Governor and, in accordance with § 2-1246 of the  
29 State Government Article, the Senate Education, Health, and Environmental Affairs  
30 Committee and the House Ways and Means Committee.

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1 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect June  
2 1, 2015. It shall remain effective for a period of [1 year] **2 YEARS** and 1 month and, at the  
3 end of June 30, [2016] **2017**, with no further action required by the General Assembly, this  
4 Act shall be abrogated and of no further force and effect.

5 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect June  
6 1, 2016.

Approved:

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Governor.

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President of the Senate.

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Speaker of the House of Delegates.