

HOUSE BILL 718

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0lr1678
CF SB 575

By: **Delegate Luedtke**

Introduced and read first time: January 30, 2020

Assigned to: Ways and Means

Committee Report: Favorable with amendments

House action: Adopted

Read second time: February 28, 2020

CHAPTER _____

1 AN ACT concerning

2 **State Department of Education – Early Literacy and Dyslexia Practices –**
3 **Guidance and Assistance**

4 FOR the purpose of requiring the State Department of Education to establish a stakeholder
5 advisory group to develop a certain reading and dyslexia handbook; requiring the
6 stakeholder advisory group to include certain members; specifying the contents of
7 the handbook; requiring the Department and the stakeholder advisory group to
8 make a completed handbook available to the public on or before a certain date;
9 requiring the Department to periodically update the handbook; requiring the
10 completed handbook and the updated handbooks to be published on certain websites
11 and disseminated in a certain manner on or before certain dates; requiring the
12 Department and the stakeholder advisory group to develop ~~a list of certain~~
13 ~~recommended programs~~ tools and materials that address certain needs; requiring
14 the Department to develop certain professional learning opportunities and technical
15 assistance and publish the information on certain websites; requiring the
16 Department to designate a certain dyslexia liaison on or before a certain date; and
17 generally relating to early literacy and dyslexia practices.

18 BY repealing and reenacting, without amendments,
19 Article – Education
20 Section 1–101(f)
21 Annotated Code of Maryland
22 (2018 Replacement Volume and 2019 Supplement)

23 BY adding to

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.



1 Article – Education
 2 Section 8–420
 3 Annotated Code of Maryland
 4 (2018 Replacement Volume and 2019 Supplement)

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

7 **Article – Education**

8 1–101.

9 (f) “Department” means the State Department of Education.

10 **8–420.**

11 (A) (1) ON OR BEFORE OCTOBER 1, 2020, THE DEPARTMENT SHALL
 12 ESTABLISH A STAKEHOLDER ADVISORY GROUP TO DEVELOP A READING AND
 13 DYSLEXIA HANDBOOK TO GUIDE LOCAL SCHOOL SYSTEMS IN THE IMPLEMENTATION
 14 OF BEST PRACTICES FOR EARLY LITERACY AND DYSLEXIA.

15 (2) THE STAKEHOLDER ADVISORY GROUP SHALL INCLUDE THE
 16 FOLLOWING MEMBERS:

17 (I) THE STATE SUPERINTENDENT, OR THE STATE
 18 SUPERINTENDENT’S DESIGNEE;

19 ~~(II) TWO PARENTS FROM THE SPECIAL EDUCATION~~
 20 ~~COMMUNITY;~~

21 ~~(III) ONE DYSLEXIA PROFESSIONAL;~~

22 ~~(IV) ONE ELEMENTARY ADMINISTRATOR WHO IS RESPONSIBLE~~
 23 ~~FOR READING SCREENING, CURRICULUM, INSTRUCTION, AND INTERVENTIONS IN A~~
 24 ~~LOCAL SCHOOL SYSTEM;~~

25 ~~(V) ONE INDIVIDUAL WITH EXPERTISE IN READING SCREENING~~
 26 ~~AND ASSESSMENT;~~

27 ~~(VI) ONE INDIVIDUAL WITH EXPERTISE IN THE AREA OF~~
 28 ~~NEUROSCIENCE WITH A PRIMARY FOCUS ON THE BRAIN BASES OF READING~~
 29 ~~DISABILITY AND DEVELOPMENTAL DYSLEXIA;~~

1 ~~(VII) EDUCATORS OF STUDENTS IN GENERAL EDUCATION,~~
2 ~~INCLUDING EDUCATORS OF ENGLISH LANGUAGE LEARNERS AND~~
3 ~~PREKINDERGARTEN STUDENTS; AND~~

4 ~~(VIII) EDUCATORS OF STUDENTS IN SPECIAL EDUCATION,~~
5 ~~INCLUDING EDUCATORS OF ENGLISH LANGUAGE LEARNERS AND~~
6 ~~PREKINDERGARTEN STUDENTS.~~

7 (II) TWO MEMBERS OF THE DYSLEXIA ADVOCACY COMMUNITY
8 DESIGNATED BY THE STATE LEADERSHIP TEAM OF DECODING DYSLEXIA
9 MARYLAND;

10 (III) ONE ADULT WITH DYSLEXIA DESIGNATED BY THE STATE
11 LEADERSHIP TEAM OF DECODING DYSLEXIA MARYLAND;

12 (IV) ONE PUBLIC SCHOOL ELEMENTARY SPEECH AND
13 LANGUAGE PATHOLOGIST SPECIALIZING IN REMEDIATION OF DYSLEXIA AND
14 READING DIFFICULTIES APPOINTED BY THE STATE SUPERINTENDENT;

15 (V) ONE PUBLIC SCHOOL ELEMENTARY SPECIAL EDUCATOR
16 SPECIALIZING IN REMEDIATION OF DYSLEXIA AND READING DIFFICULTIES
17 APPOINTED BY THE STATE SUPERINTENDENT;

18 (VI) ONE PUBLIC SCHOOL SECONDARY SPECIAL EDUCATOR
19 SPECIALIZING IN REMEDIATION OF DYSLEXIA AND READING DIFFICULTIES
20 APPOINTED BY THE STATE SUPERINTENDENT;

21 (VII) ONE PUBLIC SCHOOL ADMINISTRATOR RESPONSIBLE FOR
22 READING SCREENING, CURRICULUM, INSTRUCTION, AND INTERVENTIONS IN A
23 LOCAL SCHOOL SYSTEM APPOINTED BY THE STATE SUPERINTENDENT;

24 (VIII) TWO INDIVIDUALS WITH EXPERTISE IN READING
25 SCREENING AND DYSLEXIA ASSESSMENT, ONE EACH DESIGNATED BY THE
26 PRESIDENT OF THE MARYLAND PSYCHOLOGICAL ASSOCIATION AND THE
27 PRESIDENT OF THE MARYLAND SCHOOL PSYCHOLOGISTS' ASSOCIATION;

28 (IX) ONE PUBLIC SCHOOL EDUCATOR SPECIALIZING IN
29 ENGLISH LANGUAGE LEARNERS APPOINTED BY THE STATE SUPERINTENDENT;

30 (X) ONE PUBLIC SCHOOL PREKINDERGARTEN EDUCATOR
31 APPOINTED BY THE STATE SUPERINTENDENT;

32 (XI) ONE PUBLIC SCHOOL EARLY ELEMENTARY GENERAL
33 EDUCATION TEACHER APPOINTED BY THE STATE SUPERINTENDENT;

1 **(XII) ONE PUBLIC SCHOOL SECONDARY GENERAL EDUCATION**
2 **TEACHER APPOINTED BY THE STATE SUPERINTENDENT; AND**

3 **(XIII) ONE FACULTY MEMBER FROM AN INSTITUTION OF HIGHER**
4 **EDUCATION WITH EXPERTISE IN THE NEUROBIOLOGY OF READING AND DYSLEXIA**
5 **APPOINTED BY THE STATE SUPERINTENDENT.**

6 **(B) THE READING AND DYSLEXIA HANDBOOK SHALL INCLUDE:**

7 **(1) ~~EVIDENCE-ALIGNED~~ EVIDENCE-BASED BEST PRACTICES AND**
8 **PROCESSES AND PROCEDURES FOR COMPREHENSIVE LITERACY INSTRUCTION**
9 **USING AN INTEGRATED TIERED SYSTEM OF SUPPORTS IN READING FOR**
10 **PREKINDERGARTEN THROUGH GRADE 12;**

11 **(2) DEFINITIONS OF READING DIFFICULTIES, DYSLEXIA, AND**
12 **DYSGRAPHIA;**

13 **(3) ~~DEFINITIONS, INDICATORS,~~ INDICATORS AND CHARACTERISTICS**
14 **OF READING DIFFICULTIES, DYSLEXIA, AND DYSGRAPHIA BY ~~GRADE~~**
15 **DEVELOPMENTAL LEVEL AND AGE;**

16 **~~(3)~~ (4) ~~PROCEDURES~~ EVIDENCE-BASED PROCEDURES FOR**
17 **SCREENING STUDENTS IN PREKINDERGARTEN THROUGH GRADE 12 FOR RISKS OF**
18 **READING DIFFICULTIES, INCLUDING ENGLISH LANGUAGE LEARNERS;**

19 **~~(4)~~ (5) ~~PROCEDURES~~ EVIDENCE-BASED PROCEDURES TO**
20 **EVALUATE AND IDENTIFY STUDENTS WITH DYSLEXIA, INCLUDING ENGLISH**
21 **LANGUAGE LEARNERS;**

22 **~~(5)~~ (6) SPECIALLY DESIGNED INSTRUCTION AND INTERVENTIONS**
23 **FOR STUDENTS IDENTIFIED WITH SPECIFIC LEARNING DISABILITIES IN READING OR**
24 **DYSLEXIA UNDER THE FEDERAL INDIVIDUALS WITH DISABILITIES EDUCATION ACT**
25 **THAT INCLUDE THE ELEMENTS AND PRINCIPLES OF EVIDENCE-BASED**
26 **INSTRUCTION FOR DYSLEXIA;**

27 **~~(6)~~ (7) RECOMMENDATIONS FOR ACCOMMODATIONS, INCLUDING**
28 **ASSISTIVE TECHNOLOGY; AND**

29 **~~(7)~~ (8) RECOMMENDATIONS FOR METHODS OF PARENT**
30 **ENGAGEMENT AND COMMUNICATION.**

1 (C) (1) ON OR BEFORE JUNE 1, 2021, THE DEPARTMENT AND THE
2 STAKEHOLDER ADVISORY GROUP SHALL MAKE A COMPLETED READING AND
3 DYSLEXIA HANDBOOK AVAILABLE TO THE PUBLIC.

4 (2) THE COMPLETED READING AND DYSLEXIA HANDBOOK SHALL BE:

5 (I) PUBLISHED ON THE WEBSITES OF THE DEPARTMENT AND
6 EACH LOCAL SCHOOL SYSTEM; AND

7 (II) DISSEMINATED THROUGH:

8 1. THE DEPARTMENT'S AND EACH LOCAL SCHOOL
9 SYSTEM'S SOCIAL MEDIA SITES, PROFESSIONAL LEARNING CHANNELS,
10 NEWSLETTER, EARLY LITERACY NETWORKS, AND SPECIAL EDUCATION CITIZENS'
11 ADVISORY COMMITTEES;

12 2. THE PARENTS' PLACE OF MARYLAND; AND

13 3. OTHER FORMAL OR INFORMAL COMMUNICATION
14 CHANNELS FOR EDUCATORS, ADMINISTRATORS, AND PARENTS.

15 (3) (I) THE DEPARTMENT SHALL UPDATE THE READING AND
16 DYSLEXIA HANDBOOK EVERY 3 YEARS.

17 (II) ON OR BEFORE JUNE 1, 2024, AND JUNE 1 EVERY 3 YEARS
18 THEREAFTER, AN UPDATED READING AND DYSLEXIA HANDBOOK SHALL BE
19 PUBLISHED AND DISSEMINATED IN ACCORDANCE WITH THE REQUIREMENTS OF
20 PARAGRAPH (2) OF THIS SUBSECTION.

21 (D) THE DEPARTMENT AND THE STAKEHOLDER ADVISORY GROUP SHALL
22 DEVELOP ~~A LIST OF RECOMMENDED PROGRAMS~~ TOOLS AND MATERIALS THAT
23 ADDRESS THE NEEDS OF AT-RISK AND STRUGGLING READERS AND STUDENTS WITH
24 DYSLEXIA, INCLUDING:

25 (1) VALID, RELIABLE, AND PREDICTIVE READING SCREENING
26 MEASURES THAT MEET THE REQUIREMENTS OF § 4-136 OF THIS ARTICLE FOR
27 STUDENTS IN PREKINDERGARTEN THROUGH GRADE 12;

28 (2) INFORMAL DIAGNOSTIC READING MEASURES AND ASSESSMENTS;
29 AND

30 (3) SUPPLEMENTAL READING AND WRITING ~~PROGRAMS~~ COMPONENT
31 CHECKLISTS OR RUBRICS THAT ARE ALIGNED TO THE SCIENTIFIC RESEARCH ON
32 READING, DYSLEXIA, AND RELATED DISABILITIES THAT MEET THE REQUIREMENTS

1 OF THE EVERY STUDENT SUCCEEDS ACT OF 2015, THE MARYLAND
2 COMPREHENSIVE LITERACY PLAN, THE MARYLAND COLLEGE AND
3 CAREER-READY STANDARDS, AND § 4-136 OF THIS ARTICLE;

4 ~~(4) PROFESSIONAL LEARNING PROGRAMS FOR DYSLEXIA THAT ARE~~
5 ~~CERTIFIED BY THE INTERNATIONAL DYSLEXIA ASSOCIATION; AND~~

6 ~~(5) EVIDENCE-BASED, INSTRUCTIONAL, AND INTERVENTIONAL~~
7 ~~PRACTICES AND PROGRAMS THAT ARE SHOWN TO REMEDIATE DYSLEXIA.~~

8 (E) (1) THE DEPARTMENT SHALL DEVELOP PROFESSIONAL LEARNING
9 OPPORTUNITIES AND TECHNICAL ASSISTANCE ON THE CONTENT OF THE READING
10 AND DYSLEXIA HANDBOOK.

11 (2) THE INFORMATION DEVELOPED UNDER PARAGRAPH (1) OF THIS
12 SUBSECTION SHALL BE PUBLISHED ON THE WEBSITES OF THE DEPARTMENT AND
13 EACH LOCAL SCHOOL SYSTEM.

14 (F) (1) ON OR BEFORE JUNE 1, 2021, THE DEPARTMENT SHALL
15 DESIGNATE A DYSLEXIA LIAISON TO PROVIDE TECHNICAL ASSISTANCE TO LOCAL
16 SCHOOL SYSTEMS ON DYSLEXIA AND READING AS DESCRIBED IN THE READING AND
17 DYSLEXIA HANDBOOK.

18 (2) THE DYSLEXIA LIAISON SHALL:

19 (I) HAVE EXPERIENCE REMEDIATING STUDENTS WITH
20 DYSLEXIA;

21 (II) HAVE EXPERIENCE WITH ENGLISH LANGUAGE LEARNERS;
22 AND

23 (III) BE A CERTIFIED DYSLEXIA SPECIALIST AS DESIGNATED BY
24 THE INTERNATIONAL DYSLEXIA ASSOCIATION AND THE CENTER FOR EFFECTIVE
25 READING INSTRUCTION.

26 (3) (I) THE DEPARTMENT MAY DESIGNATE AS DYSLEXIA LIAISON
27 AN INDIVIDUAL IN A POSITION WITHIN THE DEPARTMENT THAT EXISTED ON JUNE
28 30, 2020.

29 (II) AN INDIVIDUAL DESIGNATED IN ACCORDANCE WITH THIS
30 PARAGRAPH SHALL PERFORM THE DUTIES REQUIRED UNDER THIS SUBSECTION IN
31 ADDITION TO ANY OTHER ASSIGNED DUTIES.

1 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July
2 1, 2020.

Approved:

Governor.

Speaker of the House of Delegates.

President of the Senate.