

SENATE BILL 575

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CF HB 718

By: **Senator Hester**

Introduced and read first time: January 31, 2020

Assigned to: Education, Health, and Environmental Affairs

A BILL ENTITLED

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 and materials that address certain needs; requiring the
14 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
24 Article – Education
25 Section 8–420
26 Annotated Code of Maryland
27 (2018 Replacement Volume and 2019 Supplement)

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

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



1 That the Laws of Maryland read as follows:

2 **Article – Education**

3 1–101.

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

5 **8–420.**

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

10 (2) THE STAKEHOLDER ADVISORY GROUP SHALL INCLUDE THE
11 FOLLOWING MEMBERS:

12 (I) THE STATE SUPERINTENDENT, OR THE STATE
13 SUPERINTENDENT’S DESIGNEE;

14 (II) TWO PARENTS FROM THE SPECIAL EDUCATION
15 COMMUNITY;

16 (III) ONE DYSLEXIA PROFESSIONAL;

17 (IV) ONE ELEMENTARY ADMINISTRATOR WHO IS RESPONSIBLE
18 FOR READING SCREENING, CURRICULUM, INSTRUCTION, AND INTERVENTIONS IN A
19 LOCAL SCHOOL SYSTEM;

20 (V) ONE INDIVIDUAL WITH EXPERTISE IN READING SCREENING
21 AND ASSESSMENT;

22 (VI) ONE INDIVIDUAL WITH EXPERTISE IN THE AREA OF
23 NEUROSCIENCE WITH A PRIMARY FOCUS ON THE BRAIN BASES OF READING
24 DISABILITY AND DEVELOPMENTAL DYSLEXIA;

25 (VII) EDUCATORS OF STUDENTS IN GENERAL EDUCATION,
26 INCLUDING EDUCATORS OF ENGLISH LANGUAGE LEARNERS AND
27 PREKINDERGARTEN STUDENTS; AND

28 (VIII) EDUCATORS OF STUDENTS IN SPECIAL EDUCATION,
29 INCLUDING EDUCATORS OF ENGLISH LANGUAGE LEARNERS AND
30 PREKINDERGARTEN STUDENTS.

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

2 **(1) EVIDENCE-ALIGNED BEST PRACTICES AND PROCESSES AND**
3 **PROCEDURES FOR COMPREHENSIVE LITERACY INSTRUCTION USING AN**
4 **INTEGRATED TIERED SYSTEM OF SUPPORTS IN READING FOR PREKINDERGARTEN**
5 **THROUGH GRADE 12;**

6 **(2) DEFINITIONS, INDICATORS, AND CHARACTERISTICS OF READING**
7 **DIFFICULTIES, DYSLEXIA, AND DYSGRAPHIA BY GRADE AND AGE;**

8 **(3) PROCEDURES FOR SCREENING STUDENTS IN PREKINDERGARTEN**
9 **THROUGH GRADE 12 FOR RISKS OF READING DIFFICULTIES, INCLUDING ENGLISH**
10 **LANGUAGE LEARNERS;**

11 **(4) PROCEDURES TO EVALUATE AND IDENTIFY STUDENTS WITH**
12 **DYSLEXIA, INCLUDING ENGLISH LANGUAGE LEARNERS;**

13 **(5) SPECIALLY DESIGNED INSTRUCTION AND INTERVENTIONS FOR**
14 **STUDENTS IDENTIFIED WITH SPECIFIC LEARNING DISABILITIES IN READING OR**
15 **DYSLEXIA UNDER THE FEDERAL INDIVIDUALS WITH DISABILITIES EDUCATION ACT**
16 **THAT INCLUDE THE ELEMENTS AND PRINCIPLES OF EVIDENCE-BASED**
17 **INSTRUCTION FOR DYSLEXIA;**

18 **(6) RECOMMENDATIONS FOR ACCOMMODATIONS, INCLUDING**
19 **ASSISTIVE TECHNOLOGY; AND**

20 **(7) RECOMMENDATIONS FOR METHODS OF PARENT ENGAGEMENT**
21 **AND COMMUNICATION.**

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

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

26 **(I) PUBLISHED ON THE WEBSITES OF THE DEPARTMENT AND**
27 **EACH LOCAL SCHOOL SYSTEM; AND**

28 **(II) DISSEMINATED THROUGH:**

29 **1. THE DEPARTMENT'S AND EACH LOCAL SCHOOL**
30 **SYSTEM'S SOCIAL MEDIA SITES, PROFESSIONAL LEARNING CHANNELS,**

1 NEWSLETTER, EARLY LITERACY NETWORKS, AND SPECIAL EDUCATION CITIZENS'
2 ADVISORY COMMITTEES;

3 2. **THE PARENTS' PLACE OF MARYLAND; AND**

4 3. **OTHER FORMAL OR INFORMAL COMMUNICATION**
5 **CHANNELS FOR EDUCATORS, ADMINISTRATORS, AND PARENTS.**

6 (3) **(I) THE DEPARTMENT SHALL UPDATE THE READING AND**
7 **DYSLEXIA HANDBOOK EVERY 3 YEARS.**

8 **(II) ON OR BEFORE JUNE 1, 2024, AND JUNE 1 EVERY 3 YEARS**
9 **THEREAFTER, AN UPDATED READING AND DYSLEXIA HANDBOOK SHALL BE**
10 **PUBLISHED AND DISSEMINATED IN ACCORDANCE WITH THE REQUIREMENTS OF**
11 **PARAGRAPH (2) OF THIS SUBSECTION.**

12 **(D) THE DEPARTMENT AND THE STAKEHOLDER ADVISORY GROUP SHALL**
13 **DEVELOP A LIST OF RECOMMENDED PROGRAMS AND MATERIALS THAT ADDRESS**
14 **THE NEEDS OF AT-RISK AND STRUGGLING READERS AND STUDENTS WITH DYSLEXIA,**
15 **INCLUDING:**

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

19 **(2) INFORMAL DIAGNOSTIC READING MEASURES AND ASSESSMENTS;**

20 **(3) SUPPLEMENTAL READING AND WRITING PROGRAMS THAT MEET**
21 **THE REQUIREMENTS OF THE EVERY STUDENT SUCCEEDS ACT OF 2015, THE**
22 **MARYLAND COMPREHENSIVE LITERACY PLAN, THE MARYLAND COLLEGE AND**
23 **CAREER-READY STANDARDS, AND § 4-136 OF THIS ARTICLE;**

24 **(4) PROFESSIONAL LEARNING PROGRAMS FOR DYSLEXIA THAT ARE**
25 **CERTIFIED BY THE INTERNATIONAL DYSLEXIA ASSOCIATION; AND**

26 **(5) EVIDENCE-BASED, INSTRUCTIONAL, AND INTERVENTIONAL**
27 **PRACTICES AND PROGRAMS THAT ARE SHOWN TO REMEDIATE DYSLEXIA.**

28 **(E) (1) THE DEPARTMENT SHALL DEVELOP PROFESSIONAL LEARNING**
29 **OPPORTUNITIES AND TECHNICAL ASSISTANCE ON THE CONTENT OF THE READING**
30 **AND DYSLEXIA HANDBOOK.**

31 **(2) THE INFORMATION DEVELOPED UNDER PARAGRAPH (1) OF THIS**

1 SUBSECTION SHALL BE PUBLISHED ON THE WEBSITES OF THE DEPARTMENT AND
2 EACH LOCAL SCHOOL SYSTEM.

3 (F) (1) ON OR BEFORE JUNE 1, 2021, THE DEPARTMENT SHALL
4 DESIGNATE A DYSLEXIA LIAISON TO PROVIDE TECHNICAL ASSISTANCE TO LOCAL
5 SCHOOL SYSTEMS ON DYSLEXIA AND READING AS DESCRIBED IN THE READING AND
6 DYSLEXIA HANDBOOK.

7 (2) THE DYSLEXIA LIAISON SHALL:

8 (I) HAVE EXPERIENCE REMEDIATING STUDENTS WITH
9 DYSLEXIA;

10 (II) HAVE EXPERIENCE WITH ENGLISH LANGUAGE LEARNERS;
11 AND

12 (III) BE A CERTIFIED DYSLEXIA SPECIALIST AS DESIGNATED BY
13 THE INTERNATIONAL DYSLEXIA ASSOCIATION AND THE CENTER FOR EFFECTIVE
14 READING INSTRUCTION.

15 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July
16 1, 2020.