

# HOUSE BILL 895

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CF SB 823

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By: **Delegate Kaiser**

Introduced and read first time: February 10, 2016

Assigned to: Ways and Means

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Committee Report: Favorable with amendments

House action: Adopted

Read second time: March 17, 2016

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## 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:

14 **Chapter 411 of the Acts of 2015**

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

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

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

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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.



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

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

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

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

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

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

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

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

15                         (ii)   one representative of a local school system;

16                         (iii) two representatives of the dyslexia education community;

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

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

21                         (vi)   one representative of Decoding Dyslexia Maryland;

22                                 **(VII) ONE MEMBER WHO IS AN ADMINISTRATOR OF A TEACHER**  
23 **TRAINING PROGRAM; AND**

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

26                   (f)    The Task Force shall:

27                                 **(1) MAKE RECOMMENDATIONS REGARDING HOW THE TERMS**  
28 **"DYSLEXIA" AND "TARGETED STUDENTS" SHOULD BE DEFINED;**

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

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

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

7 [(3)] (5) determine the appropriate structure for establishing a dyslexia  
8 education program and make recommendations on:

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

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

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

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

18 [(4)] (6) develop a pilot program to initiate the implementation of the  
19 recommendations of the Task Force in an appropriately limited geographical area.

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

24 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect June  
25 1, 2015. It shall remain effective for a period of [1 year] 2 YEARS and 1 month and, at the  
26 end of June 30, [2016] 2017, with no further action required by the General Assembly, this  
27 Act shall be abrogated and of no further force and effect.

28 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect June  
29 1, 2016.