

SENATE BILL 548

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8lr3402

CF 8lr2376

By: Senator Conway

Introduced and read first time: January 31, 2018

Assigned to: Education, Health, and Environmental Affairs

A BILL ENTITLED

1 AN ACT concerning

2 **Education – Students With Reading Difficulties – Screenings and Interventions**

3 FOR the purpose of requiring certain county boards of education, beginning in a certain
4 school year, to ensure that a certain student is screened for certain reading
5 difficulties; authorizing certain individuals to conduct a certain screening; requiring
6 a county board to provide a certain questionnaire and certain description of certain
7 screening and support at a certain time; requiring a county board to select a certain
8 screening instrument; requiring a county board to use certain screening instruments
9 for certain students; providing for the frequency of screening for certain students;
10 requiring a county board to conduct a certain diagnostic assessment, provide certain
11 reading instruction, and provide a certain notification letter to certain parents or
12 guardians under certain circumstances; requiring a certain intervention to include
13 certain components; requiring a county board to monitor a certain student for
14 progress for a certain period of time; requiring a county board to provide a certain
15 student certain additional instruction under certain circumstances; requiring a
16 county board to provide a certain parent or guardian with certain progress
17 monitoring reports; providing the circumstances for a referral for special education;
18 requiring certain county boards to provide certain resources on a certain website;
19 requiring certain county boards to report annually certain information to the State
20 Department of Education beginning in a certain school year; requiring certain data
21 to be reported in a certain manner; requiring the Department, in consultation with
22 certain stakeholders, to annually develop and update certain resources and protocols
23 for use by the county boards; requiring the Department to provide training
24 opportunities for certain individuals on certain screening instruments and
25 instruction interventions; defining certain terms; and generally relating to
26 screenings and interventions for students with reading difficulties.

27 BY adding to

28 Article – Education

29 Section 4-134

30 Annotated Code of Maryland

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



1 (2014 Replacement Volume and 2017 Supplement)

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

4 **Article – Education**

5 **4-134.**

6 **(A) (1) IN THIS SECTION THE FOLLOWING WORDS HAVE THE MEANINGS**
7 **INDICATED.**

8 **(2) “SCREENING” MEANS A READING SCREENING PROCESS USING**
9 **INSTRUMENTS THAT INVOLVE COMPONENTS OF ORAL LANGUAGE TO IDENTIFY**
10 **READING DIFFICULTIES.**

11 **(3) “STUDENT” MEANS:**

12 **(I) A STUDENT WHO ENTERS PUBLIC SCHOOL IN**
13 **PREKINDERGARTEN, KINDERGARTEN, OR FIRST GRADE;**

14 **(II) A STUDENT IN PREKINDERGARTEN, KINDERGARTEN, OR**
15 **FIRST GRADE WHO:**

16 **1. TRANSFERS TO A PUBLIC SCHOOL; AND**

17 **2. HAS NOT BEEN PREVIOUSLY SCREENED FOR READING**
18 **DIFFICULTIES; OR**

19 **(III) A STUDENT IN GRADE 2 OR HIGHER WHO:**

20 **1. HAS BEEN IDENTIFIED AS HAVING READING**
21 **DIFFICULTIES; OR**

22 **2. IS NOT MEETING GRADE-LEVEL READING**
23 **STANDARDS.**

24 **(B) (1) BEGINNING WITH THE 2019–2020 SCHOOL YEAR, EACH COUNTY**
25 **BOARD SHALL ENSURE THAT A STUDENT IS SCREENED TO IDENTIFY IF THE STUDENT**
26 **IS AT RISK FOR READING DIFFICULTIES.**

27 **(2) SCREENING MAY BE CONDUCTED BY:**

28 **(I) A CLASSROOM TEACHER;**

- (II) A SCHOOL PSYCHOLOGIST;
- (III) A SPECIAL EDUCATION TEACHER;
- (IV) A SPEECH-LANGUAGE PATHOLOGIST;
- (V) A READING INTERVENTIONIST;
- (VI) A DESIGNATED READING SPECIALIST; OR
- (VII) ANY OTHER EDUCATOR.

(3) ON REGISTRATION OF A STUDENT IN PREKINDERGARTEN, NINETEEN, OR FIRST GRADE AT A PUBLIC SCHOOL, THE COUNTY BOARD SHALL NOTIFY THE PARENT OR GUARDIAN OF THE STUDENT:

10 (I) A QUESTIONNAIRE ON THE STUDENT'S FAMILY HISTORY OF
11 READING, WRITING, OR OTHER ACADEMIC ISSUES; AND

14 (c) (1) A COUNTY BOARD SHALL SELECT A SCREENING INSTRUMENT
15 THAT:

- (I) HAS STRONG PREDICTIVE VALIDITY;**
- (II) HAS STRONG CLASSIFICATION ACCURACY;**
- (III) IS ECONOMICAL TO ADMINISTER IN TIME AND COST; AND**
- (IV) USES NORM-REFERENCED OR CRITERION-BASED SCORES.**

22 (I) PHONOLOGICAL AWARENESS AND PHONEMIC PROCESSING
23 SKILLS SUCH AS SYLLABLE IDENTIFICATION AND DETECTING, SEGMENTING,
24 BLENDING, AND MANIPULATING SOUNDS IN SPOKEN LANGUAGE;

(III) NORMED RAPID AUTOMATIZED NAMING ASSESSMENTS.

4 (I) THE COMPONENTS LISTED IN PARAGRAPH (2) OF THIS
5 SUBSECTION;

(II) KNOWLEDGE OF LETTER AND SOUND ASSOCIATION IN:

7. UPPERCASE AND LOWERCASE LETTER NAMES; AND

2. PRINTING OF UPPERCASE AND LOWERCASE LETTERS;

9 (III) IDENTIFICATION OF FIRST, LAST, AND MEDIAL SOUNDS IN
10 WORDS;

11 (iv) PHONEME MANIPULATION; AND

12 (v) WORKING MEMORY DIGIT RECALL AND LETTER-NUMBER
13 SEQUENCING.

16 (I) THE COMPONENTS LISTED IN PARAGRAPHS (2) AND (3) OF
17 THIS SUBSECTION;

18 (II) AUTOMATIC AND FLUENT SINGLE WORD RECOGNITION;

19 (III) CLOSED SYLLABLE NONSENSE AND REAL WORDS;

20 (IV) DICTATION-LETTER WRITING WITH LETTER SOUNDS; AND

21 (v) NORMED ORAL READING FLUENCY.

22 (D) (1) (I) A STUDENT IN PREKINDERGARTEN SHALL BE SCREENED
23 ACCORDING TO THE SCHEDULE OF A SCREENING INSTRUMENT SELECTED BY THE
24 COUNTY BOARD.

1 1. AT THE BEGINNING, MIDDLE, AND END OF THE
2 SCHOOL YEAR; OR

3 2. UNTIL THE STUDENT HAS REACHED END-OF-YEAR
4 BENCHMARKS ACCORDING TO A SCREENING INSTRUMENT SELECTED BY THE
5 COUNTY BOARD.

6 (2) (I) IF THE SCREENING RESULTS INDICATE THAT THE STUDENT
7 IS AT RISK OF READING DIFFICULTIES, THE COUNTY BOARD SHALL:

8 1. CONDUCT AN INFORMAL DIAGNOSTIC ASSESSMENT
9 ON THE STUDENT TO DETERMINE ANY AREAS OF INSTRUCTIONAL NEED FOR
10 EVIDENCE-BASED, STRUCTURED LITERACY READING INSTRUCTION INTERVENTION;

11 2. PROVIDE STRUCTURED LITERACY READING
12 INSTRUCTION, AS APPROPRIATE; AND

13 3. PROVIDE A NOTIFICATION LETTER TO THE PARENT
14 OR GUARDIAN OF THE STUDENT THAT INCLUDES THE STUDENT'S SCREENING
15 RESULTS AND A DESCRIPTION OF THE SUPPLEMENTAL, TARGETED STRUCTURED
16 LITERACY READING INSTRUCTION INTERVENTION THAT WILL BE PROVIDED TO THE
17 STUDENT.

18 (II) ANY STRUCTURED LITERACY READING INSTRUCTION
19 INTERVENTION SHALL INCLUDE, AS INDICATED BY THE RESULTS OF THE INFORMAL
20 DIAGNOSTIC ASSESSMENT, THE FOLLOWING:

21 1. PHONEMIC AWARENESS TO ENABLE STUDENTS TO
22 DETECT, SEGMENT, BLEND, AND MANIPULATE SOUNDS IN SPOKEN LANGUAGE;

23 2. PHONICS FOR TEACHING THE LETTER-SOUND PLAN
24 OF ENGLISH;

25 3. THE ENTIRE STRUCTURE OF THE ENGLISH
26 LANGUAGE THAT ENCOMPASSES MORPHOLOGY, SEMANTICS, SYNTAX, AND
27 PRAGMATICS;

28 4. LINGUISTIC INSTRUCTION DIRECTED TOWARD
29 PROFICIENCY AND FLUENCY WITH THE PATTERNS OF LANGUAGE TO ALLOW WORDS
30 AND SENTENCES TO BE CARRIERS OF MEANING; AND

31 5. STRATEGIES FOR DECODING, ENCODING, WORD

1 RECOGNITION, FLUENCY, AND COMPREHENSION.

2 (III) 1. A COUNTY BOARD SHALL MONITOR A STUDENT WHO
3 RECEIVES STRUCTURED LITERACY READING INSTRUCTION FOR AT LEAST 6 WEEKS
4 BUT NOT MORE THAN 8 WEEKS.5 2. IF PROGRESS MONITORING DATA REFLECTS
6 INSUFFICIENT PROGRESS, A COUNTY BOARD SHALL PROVIDE THE STUDENT WITH AT
7 LEAST AN ADDITIONAL 6 WEEKS BUT NOT MORE THAN 8 WEEKS OF DAILY, INTENSIVE
8 INDIVIDUALIZED STRUCTURED LITERACY READING INSTRUCTION IN THE CONTEXT
9 OF GENERAL EDUCATION.10 3. THE COUNTY BOARD SHALL PROVIDE THE PARENT OR
11 GUARDIAN OF THE STUDENT WITH ONGOING PROGRESS MONITORING REPORTS AND
12 RESOURCE MATERIALS ON TOOLS THE PARENT OR GUARDIAN CAN USE TO HELP THE
13 STUDENT AT HOME.14 4. IF INTERVENTIONS CONDUCTED UNDER THIS
15 SUBPARAGRAPH REFLECT INSUFFICIENT PROGRESS, A REFERRAL FOR SPECIAL
16 EDUCATION MAY BE WARRANTED.17 (E) EACH COUNTY BOARD SHALL PROVIDE RESOURCES ON THE COUNTY
18 BOARD'S WEBSITE FOR PARENTS THAT INCLUDE INFORMATION ON:19 (1) SCREENING AND SCREENING INSTRUMENTS USED IN THE
20 COUNTY;21 (2) DIAGNOSTIC SCREENING AND ASSESSMENT PROTOCOLS USED IN
22 THE COUNTY;23 (3) BEST PRACTICES IN STRUCTURED LITERACY READING
24 INSTRUCTION INTERVENTIONS;25 (4) TIERED INSTRUCTION OR RESPONSE TO INTERVENTION
26 PROTOCOLS;27 (5) INDICATORS AND RISKS OF READING DIFFICULTIES SUCH AS
28 DYSLEXIA; AND29 (6) COMMUNITY RESOURCES AND SUPPORT FOR STUDENTS WITH
30 READING DIFFICULTIES SUCH AS DYSLEXIA.

31 (F) (1) BEGINNING WITH THE 2020–2021 SCHOOL YEAR, EACH COUNTY

1 BOARD SHALL REPORT ANNUALLY TO THE DEPARTMENT THE FOLLOWING
2 INFORMATION:

3 (I) NUMBER OF STUDENTS SCREENED;

4 (II) NUMBER OF STUDENTS IDENTIFIED THROUGH A
5 SCREENING INSTRUMENT AS AT RISK FOR READING DIFFICULTIES;

6 (III) NUMBER OF STUDENTS WHO RECEIVED A READING
7 INTERVENTION PROGRAM AND THE NAME OF THE PROGRAM PROVIDED;

8 (IV) GRADE LEVEL OF THE STUDENT WHEN THE STUDENT WAS
9 IDENTIFIED AS AT RISK FOR READING DIFFICULTIES; AND

10 (V) LENGTH OF INTERVENTION SERVICES RECEIVED BY A
11 STUDENT.

12 (2) DATA REPORTED UNDER PARAGRAPH (1) OF THIS SUBSECTION
13 SHALL BE:

14 (I) AGGREGATED AND SEARCHABLE AT THE COUNTY BOARD
15 AND SCHOOL LEVELS; AND

16 (II) AVAILABLE ANNUALLY ON THE DEPARTMENT'S WEBSITE.

17 (G) BY THE BEGINNING OF THE 2019–2020 SCHOOL YEAR, AND EACH YEAR
18 THEREAFTER, THE DEPARTMENT SHALL DEVELOP AND UPDATE, IN CONSULTATION
19 WITH PARENTS, TEACHERS, AND OTHER INTERESTED STAKEHOLDERS, RESOURCES
20 AND PROTOCOLS FOR USE BY THE COUNTY BOARDS THAT INCLUDE:

21 (1) A CHECKLIST OF RECOMMENDED SCREENING AND DIAGNOSTIC
22 ASSESSMENT INSTRUMENTS THAT MEET THE REQUIREMENTS OF THIS SECTION;

23 (2) A LIST OF RECOMMENDED STRUCTURED LITERACY READING
24 INSTRUCTION AND PROGRESS MONITORING TOOLS THAT MEET THE REQUIREMENTS
25 OF THIS SECTION;

26 (3) A SCREENING PROTOCOL THAT:

27 (I) INCORPORATES SCREENING AND DIAGNOSTIC ASSESSMENT
28 BEST PRACTICES; AND

29 (II) INCLUDES THE FOLLOWING:

- 1 **1. SCORING REQUIREMENTS FOR IDENTIFICATION;**
- 2 **2. FREQUENCY OF SCREENING;**
- 3 **3. BEST PRACTICES FOR MONITORING PROGRESS;**
- 4 **4. INSTRUMENTS, DATA COLLECTION, AND**
- 5 **ASSESSMENTS;**
- 6 **5. TIERED INSTRUCTION OR RESPONSE TO**
- 7 **INTERVENTION PROTOCOLS;**
- 8 **6. SCREENING PROTOCOL FOR STUDENTS IN GRADES 2**
- 9 **THROUGH 12; AND**
- 10 **7. SAMPLE PARENT NOTIFICATION LETTERS;**

11 **(4) A PARENT LITERACY SURVEY THAT INCLUDES:**

12 **(I) DEVELOPMENTAL HISTORY FOR THE CHILD ON SPEECH**
13 **AND LANGUAGE DEVELOPMENT, HEARING DEVELOPMENT, OR EARLY**
14 **INTERVENTION SERVICES; AND**

15 **(II) IMMEDIATE AND EXTENDED FAMILY HISTORY ON ACADEMIC**
16 **ATTAINMENT, READING, ORAL LANGUAGE, SPELLING, AND WRITING DIFFICULTIES;**
17 **AND**

18 **(5) A REPORTING FORM OR PROCESS THAT ALLOWS A COUNTY BOARD**
19 **TO REPORT SCREENING RESULTS.**

20 **(H) THE DEPARTMENT SHALL PROVIDE TRAINING OPPORTUNITIES FOR**
21 **INDIVIDUALS WHO CONDUCT SCREENINGS UNDER THIS SECTION AND SCHOOL**
22 **ADMINISTRATORS ON:**

23 **(1) THE ADMINISTRATION AND INTERPRETATION OF SCREENING AND**
24 **INFORMAL DIAGNOSTIC ASSESSMENTS;**

25 **(2) THE ADMINISTRATION AND INTERPRETATION OF PROGRESS**
26 **MONITORING INSTRUMENTS AND STUDENT DATA;**

27 **(3) PROVIDING AND INTERPRETING SCREENING AND INTERVENTION**
28 **RESULTS FOR PARENTS;**

6 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July
7 1, 2018.