

HOUSE BILL 237

F1

(PRE-FILED)

11r0718
CF SB 126

By: **Delegate Ebersole**

Requested: September 24, 2020

Introduced and read first time: January 13, 2021

Assigned to: Ways and Means

Committee Report: Favorable with amendments

House action: Adopted

Read second time: February 11, 2021

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 that the handbook be consistent with certain resources;
8 requiring the Department and the stakeholder advisory group to make a completed
9 handbook available to the public on or before a certain date; requiring the
10 Department to update the handbook with a certain frequency; requiring the
11 completed handbook and the updated handbooks to be published on certain websites
12 and disseminated in a certain manner on or before certain dates; requiring the
13 Department and the stakeholder advisory group to ~~develop~~ identify tools and
14 materials that address certain needs; requiring the Department to develop certain
15 professional learning opportunities and technical assistance and publish the
16 information on certain websites; requiring the Department to designate a certain
17 dyslexia liaison on or before a certain date; and generally relating to early literacy
18 and dyslexia practices.

19 BY repealing and reenacting, without amendments,
20 Article – Education
21 Section 1–101(f) and 4–136(e) and (g)
22 Annotated Code of Maryland
23 (2018 Replacement Volume and 2020 Supplement)

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 BY adding to
2 Article – Education
3 Section 8–420
4 Annotated Code of Maryland
5 (2018 Replacement Volume and 2020 Supplement)

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

8 **Article – Education**

9 1–101.

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

11 4–136.

12 (e) Each county board shall provide resources on the county board’s website that
13 include:

14 (1) Reading screening instruments used in the county; and

15 (2) A checklist of early warning signs of reading difficulty and dyslexia by
16 age.

17 (g) (1) On or before June 1, 2020, and once every 4 years thereafter, the
18 Department, in consultation with parents, teachers, and other interested stakeholders,
19 shall develop and update resources for use by a county board.

20 (2) Resources developed under this subsection shall be available on the
21 Department’s website.

22 **8–420.**

23 **(A) (1) ON OR BEFORE OCTOBER 1, 2021, THE DEPARTMENT SHALL**
24 **ESTABLISH A STAKEHOLDER ADVISORY GROUP TO DEVELOP A READING AND**
25 **DYSLEXIA HANDBOOK TO GUIDE LOCAL SCHOOL SYSTEMS IN THE IMPLEMENTATION**
26 **OF BEST PRACTICES FOR EARLY LITERACY AND DYSLEXIA.**

27 **(2) THE STAKEHOLDER ADVISORY GROUP SHALL INCLUDE THE**
28 **FOLLOWING MEMBERS:**

29 **(I) THE STATE SUPERINTENDENT, OR THE STATE**
30 **SUPERINTENDENT’S DESIGNEE;**

1 **(II) TWO MEMBERS OF THE DYSLEXIA ADVOCACY COMMUNITY**
2 **DESIGNATED BY THE STATE LEADERSHIP TEAM OF DECODING DYSLEXIA**
3 **MARYLAND;**

4 **(III) ONE ADULT WITH DYSLEXIA DESIGNATED BY THE STATE**
5 **LEADERSHIP TEAM OF DECODING DYSLEXIA MARYLAND;**

6 **(IV) ONE PUBLIC SCHOOL ELEMENTARY SPEECH–LANGUAGE**
7 **PATHOLOGIST SPECIALIZING IN REMEDIATION OF DYSLEXIA AND READING**
8 **DIFFICULTIES APPOINTED BY THE STATE SUPERINTENDENT;**

9 **(V) ONE PUBLIC SCHOOL ELEMENTARY SPECIAL EDUCATOR**
10 **SPECIALIZING IN REMEDIATION OF DYSLEXIA AND READING DIFFICULTIES**
11 **APPOINTED BY THE STATE SUPERINTENDENT;**

12 **(VI) ONE PUBLIC SCHOOL SECONDARY SPECIAL EDUCATOR**
13 **SPECIALIZING IN REMEDIATION OF DYSLEXIA AND READING DIFFICULTIES**
14 **APPOINTED BY THE STATE SUPERINTENDENT;**

15 **(VII) ONE PUBLIC SCHOOL ADMINISTRATOR RESPONSIBLE FOR**
16 **READING SCREENING, CURRICULUM, INSTRUCTION, AND INTERVENTIONS IN A**
17 **LOCAL SCHOOL SYSTEM APPOINTED BY THE STATE SUPERINTENDENT;**

18 **(VIII) TWO INDIVIDUALS WITH EXPERTISE IN READING**
19 **SCREENING AND DYSLEXIA ASSESSMENT, ONE EACH DESIGNATED BY THE**
20 **PRESIDENT OF THE MARYLAND PSYCHOLOGICAL ASSOCIATION AND THE**
21 **PRESIDENT OF THE MARYLAND SCHOOL PSYCHOLOGISTS' ASSOCIATION;**

22 **(IX) ONE PUBLIC SCHOOL EDUCATOR SPECIALIZING IN**
23 **ENGLISH LANGUAGE LEARNERS APPOINTED BY THE STATE SUPERINTENDENT;**

24 **(X) ONE PUBLIC SCHOOL PREKINDERGARTEN EDUCATOR**
25 **APPOINTED BY THE STATE SUPERINTENDENT;**

26 **(XI) ONE PUBLIC SCHOOL EARLY ELEMENTARY GENERAL**
27 **EDUCATION TEACHER APPOINTED BY THE STATE SUPERINTENDENT;**

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

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

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

2 **(I) EVIDENCE-BASED BEST PRACTICES AND PROCESSES AND**
3 **PROCEDURES FOR COMPREHENSIVE LITERACY INSTRUCTION USING A**
4 **MULTI-TIERED SYSTEM OF SUPPORTS IN READING FOR PREKINDERGARTEN**
5 **THROUGH GRADE 12;**

6 **(II) DEFINITIONS OF READING DIFFICULTIES, DYSLEXIA, AND**
7 **DYSGRAPHIA;**

8 **(III) INDICATORS AND CHARACTERISTICS OF READING**
9 **DIFFICULTIES, DYSLEXIA, AND DYSGRAPHIA BY DEVELOPMENTAL LEVEL AND AGE;**

10 **(IV) EVIDENCE-BASED PROCEDURES FOR SCREENING**
11 **STUDENTS IN PREKINDERGARTEN THROUGH GRADE 12 FOR RISKS OF READING**
12 **DIFFICULTIES, INCLUDING ENGLISH LANGUAGE LEARNERS;**

13 **(V) EVIDENCE-BASED PROCEDURES TO EVALUATE AND**
14 **IDENTIFY STUDENTS WITH DYSLEXIA, INCLUDING ENGLISH LANGUAGE LEARNERS;**

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

20 **(VII) RECOMMENDATIONS FOR ACCOMMODATIONS, INCLUDING**
21 **ASSISTIVE TECHNOLOGY; AND**

22 **(VIII) RECOMMENDATIONS FOR METHODS OF PARENT**
23 **ENGAGEMENT AND COMMUNICATION.**

24 **(2) THE READING AND DYSLEXIA HANDBOOK SHALL BE CONSISTENT**
25 **WITH THE RESOURCES DEVELOPED AND UPDATED UNDER § 4-136(G) OF THIS**
26 **ARTICLE.**

27 **(C) (1) ON OR BEFORE JUNE 1, 2022, THE DEPARTMENT AND THE**
28 **STAKEHOLDER ADVISORY GROUP SHALL MAKE A COMPLETED READING AND**
29 **DYSLEXIA HANDBOOK AVAILABLE TO THE PUBLIC.**

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

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

1 (II) DISSEMINATED THROUGH:

2 1. THE DEPARTMENT'S AND EACH LOCAL SCHOOL
3 SYSTEM'S SOCIAL MEDIA SITES, PROFESSIONAL LEARNING CHANNELS,
4 NEWSLETTERS, EARLY LITERACY NETWORKS, AND SPECIAL EDUCATION CITIZENS'
5 ADVISORY COMMITTEES;

6 2. THE PARENTS' PLACE OF MARYLAND; AND

7 3. OTHER FORMAL OR INFORMAL COMMUNICATION
8 CHANNELS FOR EDUCATORS, ADMINISTRATORS, AND PARENTS.

9 (3) (I) THE DEPARTMENT SHALL UPDATE THE READING AND
10 DYSLEXIA HANDBOOK EVERY 3 YEARS.

11 (II) ON OR BEFORE JUNE 1, 2025, AND JUNE 1 EVERY 3 YEARS
12 THEREAFTER, AN UPDATED READING AND DYSLEXIA HANDBOOK SHALL BE
13 PUBLISHED AND DISSEMINATED IN ACCORDANCE WITH THE REQUIREMENTS OF
14 PARAGRAPH (2) OF THIS SUBSECTION.

15 (D) THE DEPARTMENT AND THE STAKEHOLDER ADVISORY GROUP SHALL
16 ~~DEVELOP~~ IDENTIFY TOOLS AND MATERIALS THAT ADDRESS THE NEEDS OF AT-RISK
17 AND STRUGGLING READERS AND STUDENTS WITH DYSLEXIA, INCLUDING:

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

21 (2) INFORMAL DIAGNOSTIC READING MEASURES AND ASSESSMENTS;
22 AND

23 (3) SUPPLEMENTAL READING AND WRITING COMPONENT
24 CHECKLISTS OR RUBRICS THAT ARE ALIGNED TO THE SCIENTIFIC RESEARCH ON
25 READING DIFFICULTIES, DYSLEXIA, AND RELATED DISABILITIES THAT MEET THE
26 REQUIREMENTS OF THE EVERY STUDENT SUCCEEDS ACT OF 2015, THE MARYLAND
27 COMPREHENSIVE LITERACY PLAN, THE MARYLAND COLLEGE AND
28 CAREER-READY STANDARDS, AND § 4-136 OF THIS ARTICLE.

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

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

4 **(F) (1) ON OR BEFORE JUNE 1, 2022, THE DEPARTMENT SHALL**
5 **DESIGNATE A DYSLEXIA LIAISON TO PROVIDE TECHNICAL ASSISTANCE TO LOCAL**
6 **SCHOOL SYSTEMS ON DYSLEXIA AND READING AS DESCRIBED IN THE READING AND**
7 **DYSLEXIA HANDBOOK.**

8 **(2) THE DYSLEXIA LIAISON MUST:**

9 **(I) HAVE EXPERIENCE REMEDIATING STUDENTS WITH**
10 **DYSLEXIA;**

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

13 **(III) 1. BE CERTIFIED BY THE INTERNATIONAL DYSLEXIA**
14 **ASSOCIATION AND THE CENTER FOR EFFECTIVE READING INSTRUCTION AS A**
15 **STRUCTURED LITERACY DYSLEXIA INTERVENTIONIST; OR**

16 **2. WITHIN 18 MONTHS OF BEING DESIGNATED AS THE**
17 **DYSLEXIA LIAISON UNDER PARAGRAPH (1) OF THIS SUBSECTION, BECOME**
18 **CERTIFIED BY THE INTERNATIONAL DYSLEXIA ASSOCIATION AND THE CENTER FOR**
19 **EFFECTIVE READING INSTRUCTION AS A STRUCTURED LITERACY DYSLEXIA**
20 **INTERVENTIONIST.**

21 **(3) (I) THE DEPARTMENT MAY DESIGNATE AS DYSLEXIA LIAISON**
22 **AN INDIVIDUAL IN A POSITION WITHIN THE DEPARTMENT THAT EXISTED ON JUNE**
23 **30, 2021.**

24 **(II) AN INDIVIDUAL DESIGNATED IN ACCORDANCE WITH THIS**
25 **PARAGRAPH SHALL PERFORM THE DUTIES REQUIRED UNDER THIS SUBSECTION IN**
26 **ADDITION TO ANY OTHER ASSIGNED DUTIES.**

27 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July
28 1, 2021.