

# SENATE BILL 15

F1

(5lr0653)

## ENROLLED BILL

— *Education, Health, and Environmental Affairs/Ways and Means* —

Introduced by ~~Senator Conway~~ Senators Conway, Pinsky, Bates, Kagan, Montgomery, Nathan-Pulliam, Rosapepe, Salling, Simonaire, Waugh, and Young

Read and Examined by Proofreaders:

\_\_\_\_\_  
Proofreader.

\_\_\_\_\_  
Proofreader.

Sealed with the Great Seal and presented to the Governor, for his approval this \_\_\_\_\_ day of \_\_\_\_\_ at \_\_\_\_\_ o'clock, \_\_\_\_\_ M.

\_\_\_\_\_  
President.

### CHAPTER \_\_\_\_\_

1 AN ACT concerning

#### 2 **Task Force to Study the Implementation of a Dyslexia Education Program**

3 FOR the purpose of establishing the Task Force to Study the Implementation of a Dyslexia  
4 Education Program; providing for the composition, chair, and staffing of the Task  
5 Force; prohibiting a member of the Task Force from receiving certain compensation,  
6 but authorizing the reimbursement of certain expenses; requiring the Task Force to  
7 study and make recommendations regarding certain matters; requiring the Task  
8 Force to report its findings and recommendations to the Governor and certain  
9 committees of the General Assembly on or before a certain date; providing for the  
10 termination of this Act; and generally relating to the Task Force to Study the  
11 Implementation of a Dyslexia Education Program.

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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.

*Italics indicate opposite chamber/conference committee amendments.*



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

3 (a) There is a Task Force to Study the Implementation of a Dyslexia Education  
4 Program.

5 (b) The Task Force consists of the following ~~10~~ 11 members:

6 (1) one member of the Senate of Maryland, appointed by the President of  
7 the Senate;

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

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

11 (4) one representative of the Maryland Association of Boards of Education,  
12 appointed by the Executive Director of the Association; ~~and~~

13 (5) one representative of the Public School Superintendents Association of  
14 Maryland, appointed by the Executive Director of the Association; ~~and~~

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

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

19 ~~(5)~~ ~~(6)~~ (8) the following ~~six~~ members, appointed by the Governor:

20 (i) one representative of an employee organization of public school  
21 teachers;

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

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

24 (iv) one representative of an organization that certifies dyslexia  
25 identification methodologies; ~~and~~

26 (v) one consumer member who has experience with dyslexia  
27 identification, education, and treatment; and

28 (vi) one representative of Decoding Dyslexia Maryland.

29 (c) The Governor shall designate the chair of the Task Force.

1 (d) The State Department of Education shall provide staff for the Task Force.

2 (e) A member of the Task Force:

3 (1) may not receive compensation as a member of the Task Force; but

4 (2) is entitled to reimbursement for expenses under the Standard State  
5 Travel Regulations, as provided in the State budget.

6 (f) The Task Force shall:

7 (1) determine current practices for identifying and treating dyslexia in  
8 students in Maryland public schools;

9 (2) determine current practices for identifying and treating dyslexia in  
10 other states;

11 (3) determine the appropriate structure for establishing a dyslexia  
12 education program and make recommendations on:

13 (i) the feasibility of funding a dyslexia education program through  
14 the State Department of Education or alternative funding mechanisms and sources or both;

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

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

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

21 (4) develop a pilot program to initiate the implementation of the  
22 recommendations of the Task Force in an appropriately limited geographical area.

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

27 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect June  
28 1, 2015. It shall remain effective for a period of 1 year and 1 month and, at the end of June  
29 30, 2016, with no further action required by the General Assembly, this Act shall be  
30 abrogated and of no further force and effect.