



**Karen B. Salmon, Ph.D.**  
State Superintendent of Schools

---

**TO:** Members of the State Board of Education

**FROM:** Karen B. Salmon, Ph.D.

**DATE:** February 23, 2021

**SUBJECT:** COMAR 13A.03.08  
*Students at Risk for Reading Difficulties*  
**PERMISSION TO PUBLISH**

**PURPOSE:**

The purpose of this item is to request permission to publish COMAR 13A.03.08 *Students at Risk for Reading Difficulties*.

**REGULATION PROMULGATION PROCESS**

Under Maryland law, a state agency, such as the State Board, may propose a new regulation whenever the circumstances arise to do so. After the State Board votes to propose such a regulation, the proposed regulation is sent to the Administrative, Executive, and Legislative Review (AELR) Committee for a 15-day review period. If the AELR Committee does not hold up the proposed regulation for further review, it is published in the Maryland Register for a 30-day public comment period. At the end of the comment period, the Maryland State Department of Education (MSDE) staff reviews and summarizes the public comments. Thereafter, MSDE staff will present a recommendation to the State Board of Education to either: (1) adopt the regulation in the form it was proposed; or (2) revise the regulation and adopt it as final because suggested revision is not a substantive change; or (3) revise the regulation and re-propose it because the suggested revision is a substantive change. At any time during this process, the AELR Committee may stop the promulgation process and hold a hearing. Thereafter, it may recommend to the Governor that the regulation not be adopted as a final regulation or the AELR Committee may release the regulation for final adoption.

**BACKGROUND/HISTORICAL PERSPECTIVE:**

The Maryland State Legislature passed the *Ready to Read Act* Maryland Education Code §4-136 during the 2019 legislative session. The Act requires the Maryland State Board of Education to adopt regulations to implement the Act. The MSDE established a stakeholder workgroup, to provide guidance to MSDE in developing resources to support local school systems and assist with the development of the regulation. In addition to MSDE cross-divisional staff, the workgroup includes teachers, local school system supervisors of English/language arts, members of Decoding Dyslexia,

parents, members of the Maryland School Psychologist Association, and literacy experts from the University of Maryland.

**EXECUTIVE SUMMARY:**

The proposed COMAR 13A.03.08 *Students at Risk for Reading Difficulties* reflects the thoughtful work of stakeholders and literacy experts. The regulation supports the *Ready to Read Act* of 2019 but has higher expectations and extends the requirements of the law in order to ensure that all students are on grade level for literacy by the end of grade three. The Act requires local school systems to screen students in kindergarten for reading difficulties and to screen students in first grade who have not been screened or who are at-risk for reading difficulties. It also requires supplemental instruction to be provided to those students found to be at risk for reading difficulties. COMAR 13A.03.08 extends this requirement to grades two and three. It also raises expectations by including additional requirements for progress monitoring; professional learning for school staff; and an annual local school system evaluation of the effectiveness of the implementation of the regulation. In addition, COMAR 13A.03.08 provides structure for screening, supplemental instruction, parent notifications, and timelines.

**ACTION:**

Request permission to publish COMAR 13A.03.08 *Students at Risk for Reading Difficulties*.

**ATTACHMENTS:**

COMAR 13A.03.08 *Students at Risk for Reading Difficulties*

The *Ready to Read Act* of 2019

COMAR 13A.03.08 Implementation Flowchart

MSDE Reading Initiatives and Support for Local School Systems

## Title 13A

### STATE BOARD OF EDUCATION

#### Subtitle 03 General Instructional Programs

#### Chapter 08 Students at Risk for Reading Difficulties

##### **.01 Scope.**

*These regulations establish the screening for all kindergarten, first grade, second grade, and third grade students at risk for reading difficulties; provision of supplemental reading instruction for identified students; annual reporting requirements; and evaluation of the screening program.*

##### **.02 Definitions.**

*A. In this chapter, the following terms have the meanings indicated.*

##### *B. Terms Defined.*

*(1) "Fluency" means reading accuracy and rate and includes oral accuracy, prosody, intonation, and automaticity.*

*(2) "Phonemic Awareness" means the ability to distinguish, segment, blend, and manipulate phonemes in words.*

*(3) "Phonics" means the study of letters and letter combinations and the relationship between the sounds that they represent.*

*(4) "Phonological Awareness" means a child's ability to recognize and manipulate parts of oral language including syllables, onset-rime, and phonemes.*

*(5) "Progress Monitoring" means a measurement procedure used at specified time intervals to measure a student's response to instruction or intervention.*

*(6) "Rapid Automatic Naming" means how quickly individual students can name letters, or digits, or symbols.*

*(7) "Screening Instrument" means a brief, valid, and reliable measurement used to identify or predict whether a student may be at risk for poor learning outcomes.*

*(8) "Student" means a student who does not have a current individualized education program or an individualized family service plan with reading goals.*

*(9) "Supplemental Reading Instruction" means evidence-based, sequential, systematic, explicit, and cumulative instruction or intervention to mastery of foundational reading skills, including phonological or phonemic awareness and processing, phonics, and vocabulary to support development of decoding, spelling, fluency, and reading comprehension skills to meet grade level curriculum.*

##### **.03 General Requirements.**

*A. All local school systems will ensure that all students enrolled in a public kindergarten will be screened to identify if the student is at risk for reading difficulties and provided supplemental reading instruction aligned to the results of the screener.*

- B. Beginning in the 2021-2022 school year, §§C and D of this Regulation apply to students in the second and third grades.
- C. Students in first, second, and third grade shall be included in the screening and the supplemental reading instruction program established by the local school system if they meet the following criteria:
  - (1) were not previously screened;
  - (2) demonstrated difficulty mastering grade-level reading in the previous grade; or
  - (3) entered or transferred to a public elementary school.
- D. Screening is not required for students in first, second, or third grade if the local school system can demonstrate that the student who entered or transferred to a public elementary school has already been screened and demonstrates mastery of grade-level reading.
- E. The students shall be screened in accordance with the guidance of the selected screener.
- F. The screening schedule shall be established by the local school system, with initial screening taking place within the first 2 months of the beginning of the school year.

#### **.04 Screening Process**

- A. Upon registration of a student or identification of a student at risk for reading difficulties, the local school system shall provide to the parent or guardian of the student the following:
  - (1) a written description of the screening and supplemental instruction process in the school system; and
  - (2) any checklists or screener-specific forms needed to support the screening protocol and supplemental instruction process. The Department will provide a sample of a checklist on their website.
- B. The screening required under this regulation shall be conducted by any of the following school personnel:
  - (1) classroom teacher,
  - (2) school psychologist,
  - (3) reading specialist,
  - (4) special education teacher,
  - (5) speech-language pathologist,
  - (6) reading interventionist, or
  - (7) any other educator trained to use appropriate screening instruments.
- C. A local school system shall select one or more appropriate screening instruments that meet the following criteria:
  - (1) accurately and reliably identifies students at risk for poor learning outcomes;
  - (2) are developmentally appropriate;
  - (3) are economical to administer in time and cost; and
  - (4) use norm-referenced or criterion-based scores.

- D. The appropriate screening instrument shall be based on foundational reading skills that include phonological and phonemic awareness and processing, including rapid automatic naming.
- E. Local school systems shall provide school staff with professional learning on age-appropriate, evidence-based, sequential, systematic, explicit, and cumulative instruction or intervention for student mastery of foundational reading skills, including phonological or phonemic awareness and processing, phonics, and vocabulary to support development of decoding, spelling, fluency, and reading comprehension skills to meet grade level curriculum.

#### **.05 Screening Results and Supplemental Reading Instruction**

- A. If the screening results indicate that a student is at risk of reading difficulties:
  - (1) Within 30 calendar days of the screening, the local school system shall notify the parent or guardian of the student in writing of the screening results and a description of the supplemental reading instruction that shall be provided to the student.
  - (2) The local school system shall develop a supplemental reading instructional plan to address the student's identified areas of need.
- B. The supplemental instruction shall take place within the school day.
- C. Evidence-based supplemental instruction shall be based on data and aligned with the specific areas of deficit for students identified at risk.
- D. The local school system may revise supplemental instruction based upon progress monitoring and the student's placement in an appropriate multi-tiered system of support.

#### **.06 Progress Monitoring**

- A. Local school systems shall set an individualized review schedule of the supplemental reading instruction at intervals of not more than 30 days for progress monitoring.
- B. The student's parent or guardian will receive written progress reports quarterly or upon revisions to supplemental instruction.
- C. The local school system may determine the supplemental reading instruction plan is completed when the student has achieved grade level reading standards based upon age-appropriate re-screening.

#### **.07 Reporting Requirements**

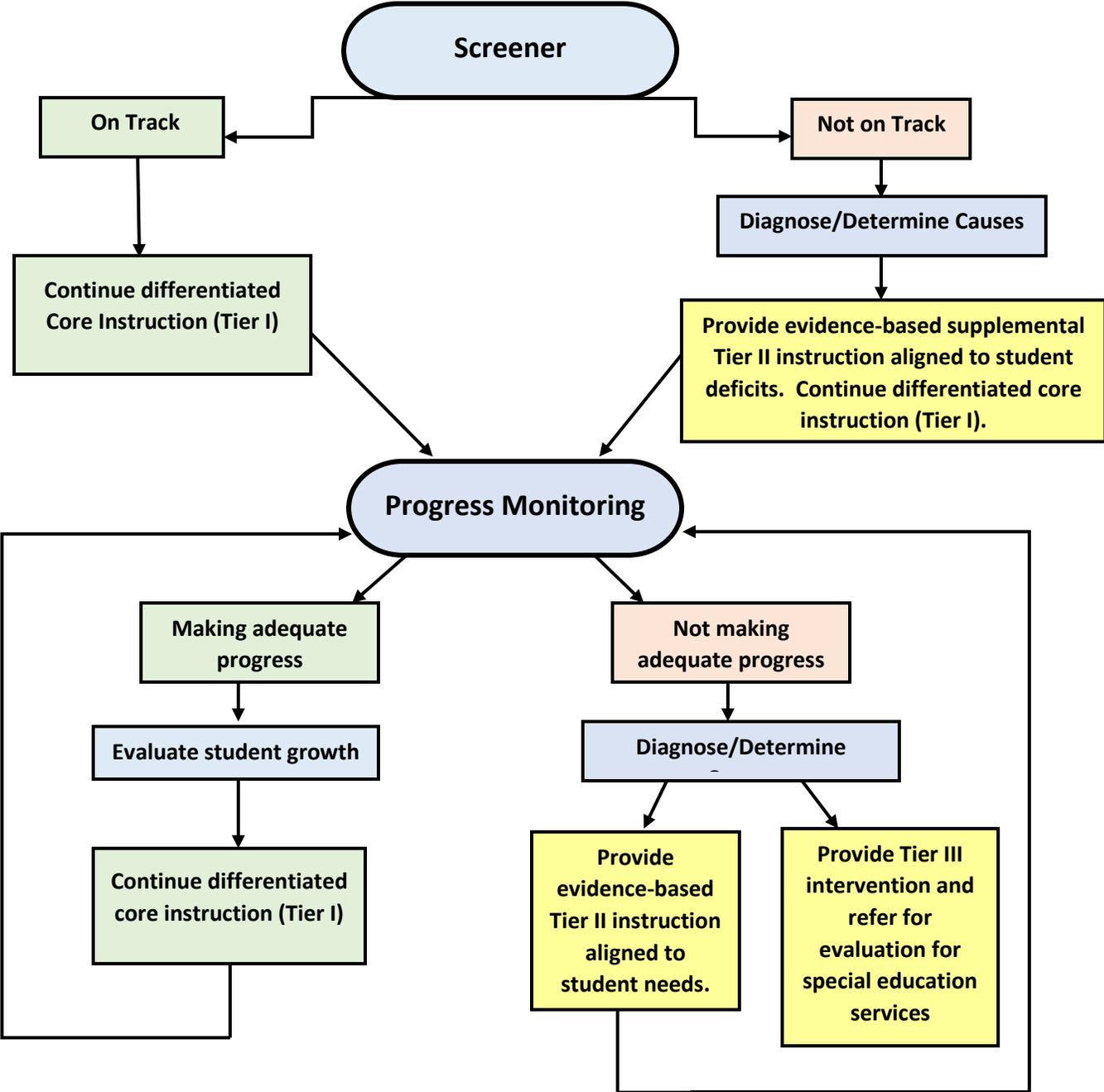
- A. Each local school system shall provide resources on the school system website that includes:
  - (1) reading screening instruments used in the local school system; and
  - (2) a checklist of early warning signs of reading difficulties and dyslexia by age.

- B. Beginning in the 2021-2022 school year, §C of this Regulation shall apply to students in the second and third grades.
- C. On or before July 1, each year, all local school systems shall provide a report to the Maryland State Department of Education with the following information for the previous school year:
  - (1) the total number of students in kindergarten through third grade, by grade level;
  - (2) the number of students in kindergarten through third grade, by grade level, who were screened at each level;
  - (3) the number of students in kindergarten through third grade, by grade level, identified through a screening instrument as at risk for reading difficulties; and
  - (4) the number of students in kindergarten through third grade, by grade level, identified as at risk for reading difficulties who received supplemental reading instruction.

**.08 Evaluation of the Comprehensive Induction Program.**

- A. Local school systems shall evaluate the effectiveness of the screeners and the reading interventions annually.
- B. The Department will provide professional learning to local school systems on effective evaluation procedures.

# COMAR 13A.03.08 Students at Risk for Reading Difficulties Flow Chart



**Key to Color Coding**  
**Blue**—a data collection and analysis point  
**Green**—student is on track and making progress  
**Red**—student is at risk  
**Yellow**—supplemental instruction in a multi-tiered system of support

## Reading Initiatives and Support for Local School System



**The Maryland Comprehensive Literacy Plan (CLP):** [Maryland's Keys to Comprehensive Literacy](#) was created as the result of the compilation of demographic and trend academic data, as well as a state-wide needs assessment. The Maryland CLP is divided into six keys: Educational Leadership; Strategic Professional Learning; Continuity of Standards-based Instruction; Comprehensive System of Assessments; Tiered Instruction and Intervention; Family and Community Partnerships.

**Resources for Local School Systems (LSS):** The Maryland State Department of Education (MSDE) website contains resources for LSSs on the [English Language Arts \(ELA\)](#) page. These are continuously updated.

**Professional Learning for LSS Leadership, Supervisors, and Lead Teachers:** All LSSs identified a team that included special educators, English Learners, mentors, and literacy coaches. This team was offered professional learning on the Science of Reading. The presenter was a certified trainer of *LETRS*, *Wilson*, and *Foundations*.

**Statewide Literacy Summit:** MSDE collaborated with the University of Maryland to offer a literacy summit, "Literacy and Equity in the 21st Century" with a focus on the Science of Reading. Additional summits are being planned.

**On-Going State-wide Professional Learning for Teachers:** Professional learning on the Science of Reading is being offered for the evidence-based program, *Language Essentials for Teachers of Reading and Spelling (LETRS)* to cohorts of elementary teachers and PreK teachers. Sustainability is being planned through the sponsorship for LSS educators to become certified as LETRS facilitators. This will provide sustainability and allow LSSs to offer LETRS training in a cost-effective manner. Fifteen (15) LSSs have educators currently being trained as facilitators in Cohort 1.

**Support of Ready to Read (R2R) Act:** All ELA supervisors in LSSs were trained by MSDE in the tenets of R2R Act, including the screener and supplemental instruction aligned to phonemic/phonological awareness deficits. Each LSS has submitted to MSDE, an implementation plan for the R2R Act that is aligned to the Science of Reading. The local plans must include the identified screeners, supplemental instruction, and timeline for implementation.

**Reading Stakeholder Workgroup:** The MSDE formed a stakeholder group in fall 2020 to collaborate in developing resources and professional learning in order to provide support to LSSs in evidence-based reading instruction. The stakeholder group includes teachers, supervisors, parents, psychologists, higher education, and members of Decoding Dyslexia. It meets monthly to discuss professional learning needs, Multi-Tiered Systems of Support (MTSS), and resources for districts to implement the R2R Act. A variety of national experts have been brought in to present to the group to ground them in the Science of Reading, MTSS, screening and supplemental instruction.

**Training on Equity and Social-Emotional Learning (SEL) for ELA Supervisors:** English Language/Arts supervisors were offered professional learning through guest facilitators and the use of CCSSO resources and on the development of anti-racist ELA curriculum.

**Curricular Support Materials (CSM) Initiative:** The CSM initiative provides LSSs with national and Maryland ratings of ELA materials to improve student learning and teaching throughout Maryland through the use of evidence-based instructional materials.

**Literacy Support from the Division of Early Childhood (DEC):** Resources include an *Emergent Literacy Toolkit* that engages preschool teachers in regular, collaborative learning experiences in support of evidence-based literacy strategies; an early childhood curriculum for age four students, *Children Study Their World*, is based on principles of project-based inquiry driven by evidence-based practices; finally, research-proven *Literacy Essentials* documents and online modules designed for educators to improve childhood literacy development among our youngest students.

## Chapter 512

**(Senate Bill 734)**

AN ACT concerning

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

FOR the purpose of requiring certain county boards of education, beginning in a certain school year, to ensure that a certain student is screened for certain reading difficulties; prohibiting a certain screening from being included in a certain time limitation for assessments; authorizing certain individuals to conduct a certain screening; requiring a county board to provide certain information to a parent or guardian at student registration; requiring a county board to select ~~and use a~~ certain screening instrument based on certain reading skills; providing for the frequency of screening for certain students; requiring a county board to ~~conduct a certain informal diagnostic assessment~~, provide certain supplemental reading instruction, and provide a certain notification letter to a parent or guardian under certain circumstances; ~~requiring a county board to set a certain schedule for monitoring the progress of certain students and make certain adjustments in supplemental instruction in certain circumstances; requiring a county board to provide a certain parent or guardian with certain progress monitoring reports; providing that a referral for a special education evaluation may be made at any time~~; requiring certain county boards to provide certain resources on their websites; requiring certain county boards to report certain information to the State Department of Education on or before a certain date each year, beginning in a certain school year; requiring certain data to be reported in a certain manner; requiring the Department, in consultation with certain stakeholders, to develop and update certain resources for use by the county boards on or before a certain date; requiring the Department annually to provide technical support for the county boards to provide training opportunities for certain individuals; requiring the Department to adopt certain regulations; declaring a certain intent of the General Assembly; defining certain terms; and generally relating to screenings and interventions for students with reading difficulties.

BY repealing and reenacting, without amendments,

Article – Education

Section 1–101(a) and (f)

Annotated Code of Maryland

(2018 Replacement Volume and 2018 Supplement)

BY adding to

Article – Education

Section 4–135

Annotated Code of Maryland

(2018 Replacement Volume and 2018 Supplement)

## Preamble

WHEREAS, Reading is fundamental to many life activities and is perhaps the most essential skill children learn in school; and

WHEREAS, Without reading proficiency, students will have limited access to content in all academic subjects; and

WHEREAS, Research studies have shown that children who do not learn to read well during the primary grades typically struggle with reading throughout school; and

WHEREAS, In fact, according to a 2014 study by H. Lane, entitled Evidence-Based Reading Instruction for Grades K–5, nearly 70% of older students fail to achieve proficient levels of reading, because once poor reading trajectories are established, they are very difficult to change; and

WHEREAS, Researchers have shown that reading failure is likely to lead to negative consequences such as grade retention, dropouts, limited employment opportunities, and difficulties with basic life activities; and

WHEREAS, Clearly, the long-term effects of early reading difficulties can be devastating and, therefore, it is critical to implement an early warning system that includes universal reading screening and evidence-based supplemental reading instruction to prevent poor reading and literacy outcomes; now, therefore,

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

**Article – Education**

1–101.

(a) In this article, unless the context requires otherwise, the following words have the meanings indicated.

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

4–135.

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

**(2) “FLUENCY” MEANS READING ACCURACY AND RATE.**

**~~(3) “INFORMAL DIAGNOSTIC ASSESSMENT” MEANS A VALID AND RELIABLE PROCEDURE USED TO:~~**

~~(I) IDENTIFY A STUDENT’S SPECIFIC AREAS OF READING STRENGTH AND WEAKNESS;~~

~~(II) DETERMINE DIFFICULTIES A STUDENT MAY HAVE LEARNING TO READ; AND~~

~~(III) HELP DETERMINE READING INTERVENTIONS FOR A STUDENT.~~

~~(4)~~ (3) “PHONEMIC AWARENESS” MEANS THE ABILITY TO DISTINGUISH, SEGMENT, BLEND, AND MANIPULATE PHONEMES IN WORDS.

~~(5)~~ (4) “PHONICS” MEANS THE STUDY OF LETTERS AND LETTER COMBINATIONS AND THE RELATIONSHIP BETWEEN THE SOUNDS THAT THEY REPRESENT.

~~(6)~~ (5) “PHONOLOGICAL AWARENESS” MEANS A CHILD’S ABILITY TO RECOGNIZE AND MANIPULATE PARTS OF ORAL LANGUAGE INCLUDING SYLLABLES, ONSET-RIME, AND PHONEMES.

~~(7) “PROGRESS MONITORING” MEANS A MEASUREMENT PROCEDURE USED AT SPECIFIED TIME INTERVALS TO MEASURE A STUDENT’S RESPONSE TO INSTRUCTION OR INTERVENTION.~~

~~(8)~~ (6) “SCREENING” MEANS A BRIEF, VALID, AND RELIABLE MEASUREMENT PROCEDURE USED TO IDENTIFY OR PREDICT WHETHER A STUDENT MAY BE AT RISK FOR POOR LEARNING OUTCOMES.

~~(9)~~ (7) “STUDENT” MEANS A STUDENT WHO DOES NOT HAVE A CURRENT INDIVIDUALIZED EDUCATION PROGRAM OR AN INDIVIDUALIZED FAMILY SERVICE PLAN WITH READING GOALS AND:

~~(I) IS AT LEAST 4 YEARS OLD ON SEPTEMBER 1 OF THE CURRENT SCHOOL YEAR;~~

~~(II) DOES NOT HAVE A CURRENT INDIVIDUALIZED EDUCATION PROGRAM OR AN INDIVIDUALIZED FAMILY SERVICE PLAN WITH READING GOALS; AND~~

~~(III) 1. ENTERS OR TRANSFERS TO A PUBLIC SCHOOL IN PREKINDERGARTEN, KINDERGARTEN, OR FIRST GRADE; OR~~

~~2. ENTERS OR TRANSFERS TO A PUBLIC SCHOOL IN GRADE 2 OR HIGHER WHO:~~

~~A. HAS NOT BEEN PREVIOUSLY SCREENED IN THE STATE FOR READING DIFFICULTIES; AND~~

~~B. DEMONSTRATES DIFFICULTY MASTERING GRADE LEVEL READING.~~

(I) IS IN KINDERGARTEN;

(II) IS IN FIRST GRADE AND WAS NOT SCREENED BY THE SCHOOL IN KINDERGARTEN OR DEMONSTRATED DIFFICULTY MASTERING GRADE-LEVEL READING IN KINDERGARTEN; OR

(III) ENTERS OR TRANSFERS TO A PUBLIC ELEMENTARY SCHOOL FROM AN ELEMENTARY SCHOOL, UNLESS A DETERMINATION IS MADE BY THE COUNTY BOARD THAT THE STUDENT HAS ALREADY BEEN SCREENED AND DOES NOT DEMONSTRATE DIFFICULTY MASTERING GRADE-LEVEL READING.

~~(10)~~ (8) “SUPPLEMENTAL READING INSTRUCTION” MEANS EVIDENCE-BASED, SEQUENTIAL, ~~SYSTEMIC~~ *SYSTEMATIC*, EXPLICIT, AND CUMULATIVE INSTRUCTION OR INTERVENTION TO MASTERY OF FOUNDATIONAL READING SKILLS INCLUDING PHONOLOGICAL OR PHONEMIC AWARENESS AND PROCESSING, PHONICS, AND VOCABULARY TO SUPPORT DEVELOPMENT OF DECODING, SPELLING, FLUENCY, AND READING COMPREHENSION SKILLS TO MEET GRADE LEVEL CURRICULUM.

(B) (1) (I) BEGINNING IN THE 2020-2021 SCHOOL YEAR, EACH COUNTY BOARD SHALL ENSURE THAT A STUDENT IS SCREENED TO IDENTIFY IF THE STUDENT IS AT RISK FOR READING DIFFICULTIES.

(II) THE SCREENING REQUIRED UNDER THIS SECTION MAY NOT BE INCLUDED IN THE TIME LIMITATION FOR ASSESSMENTS SET FORTH IN § 7-203(H) OF THIS ARTICLE.

(2) A SCREENING MAY BE CONDUCTED BY:

(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 TRAINED IN SCREENING INSTRUMENTS AND PROTOCOLS.

(3) ON REGISTRATION OF A STUDENT AT A PUBLIC SCHOOL, THE COUNTY BOARD SHALL PROVIDE TO THE PARENT OR GUARDIAN OF THE STUDENT:

(I) A DESCRIPTION OF THE SCREENING AND SUPPLEMENTAL INSTRUCTION PROCESS IN THE COUNTY; AND

(II) ANY CHECKLISTS OR FORMS NEEDED TO SUPPORT THE SCREENING PROTOCOL.

(c) (1) A COUNTY BOARD SHALL SELECT ONE OR MORE APPROPRIATE SCREENING INSTRUMENTS THAT:

(I) ACCURATELY AND RELIABLY IDENTIFY STUDENTS AT RISK FOR POOR LEARNING OUTCOMES;

(II) ARE DEVELOPMENTALLY APPROPRIATE;

(III) ARE ECONOMICAL TO ADMINISTER IN TIME AND COST; AND

(IV) USE NORM-REFERENCED OR CRITERION-BASED SCORES.

(2) THE SCREENING INSTRUMENT SHALL BE BASED ON FOUNDATIONAL READING SKILLS THAT INCLUDE PHONOLOGICAL AND PHONEMIC AWARENESS AND PROCESSING.

~~(2) FOR A STUDENT IN PREKINDERGARTEN, A COUNTY BOARD SHALL USE ONE OR MORE SCREENING INSTRUMENTS THAT INCLUDE PHONOLOGICAL AWARENESS AND PHONEMIC AWARENESS SKILLS.~~

~~(3) FOR A STUDENT IN KINDERGARTEN, A COUNTY BOARD SHALL USE ONE OR MORE SCREENING INSTRUMENTS THAT ASSESS:~~

~~(I) PHONOLOGICAL AWARENESS AND PHONEMIC AWARENESS SKILLS;~~

~~(H) KNOWLEDGE OF LETTER NAMES AND SOUND ASSOCIATIONS FOR UPPERCASE AND LOWERCASE LETTERS; AND~~

~~(HH) NORMED RAPID AUTOMATIZED NAMING.~~

~~(4) FOR A STUDENT IN FIRST GRADE OR ABOVE, A COUNTY BOARD SHALL USE ONE OR MORE SCREENING INSTRUMENTS THAT INCLUDE:~~

~~(I) THE COMPONENTS LISTED IN PARAGRAPH (3) OF THIS SUBSECTION;~~

~~(II) AUTOMATIC AND FLUENT SINGLE WORD RECOGNITION WITH NONSENSE AND REAL WORDS; AND~~

~~(III) ORAL READING FLUENCY.~~

(D) (1) STUDENTS SHALL BE SCREENED ACCORDING TO THE SCHEDULE ~~OF THE SCREENING INSTRUMENT SELECTED~~ ESTABLISHED BY THE COUNTY BOARD.

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

~~(I) CONDUCT AN INFORMAL DIAGNOSTIC ASSESSMENT OF THE STUDENT TO DETERMINE THE SPECIFIC AREAS OF INSTRUCTIONAL NEED FOR SUPPLEMENTAL READING INSTRUCTION;~~

~~(H) (I) PROVIDE SUPPLEMENTAL READING INSTRUCTION TO ADDRESS THE STUDENT'S IDENTIFIED AREAS OF NEED; AND~~

~~(HH) (II) PROVIDE A NOTIFICATION LETTER TO THE PARENT OR GUARDIAN OF THE STUDENT THAT INCLUDES:~~

1. THE SCREENING RESULTS; AND

~~2. THE INFORMAL DIAGNOSTIC ASSESSMENT RESULTS;~~

~~AND~~

~~3. 2. A DESCRIPTION OF THE SUPPLEMENTAL READING INSTRUCTION THAT WILL BE PROVIDED TO THE STUDENT.~~

~~(E) (1) A COUNTY BOARD SHALL SET A SCHEDULE, WITH APPROPRIATE INTERVALS OF NOT MORE THAN 10 WEEKS, FOR PROGRESS MONITORING OF STUDENTS WHO RECEIVE SUPPLEMENTAL READING INSTRUCTION.~~

~~(2) IF PROGRESS MONITORING DATA REFLECT INSUFFICIENT PROGRESS, A COUNTY BOARD SHALL ADJUST THE SUPPLEMENTAL READING INSTRUCTION TO ENSURE THAT THE STUDENT IS MAKING ADEQUATE PROGRESS TOWARD GRADE LEVEL READING STANDARDS.~~

~~(3) THE COUNTY BOARD SHALL PROVIDE THE PARENT OR GUARDIAN OF THE STUDENT WITH ONGOING PROGRESS MONITORING REPORTS.~~

~~(4) A REFERRAL FOR A SPECIAL EDUCATION EVALUATION MAY BE MADE AT ANY TIME IN ACCORDANCE WITH FEDERAL LAW.~~

~~(F)~~ (E) EACH COUNTY BOARD SHALL PROVIDE RESOURCES ON THE COUNTY BOARD’S WEBSITE THAT INCLUDE:

(1) READING SCREENING INSTRUMENTS USED IN THE COUNTY; AND

~~(2) INFORMAL DIAGNOSTIC ASSESSMENTS USED IN THE COUNTY;~~

~~(3) THE CORE READING CURRICULUM USED IN THE COUNTY BY GRADE LEVEL;~~

~~(4) THE CORE AND SUPPLEMENTAL READING INSTRUCTION PROGRAMS USED IN THE COUNTY BY GRADE LEVEL; AND~~

~~(5)~~ (2) A CHECKLIST OF EARLY WARNING SIGNS OF READING DIFFICULTY AND DYSLEXIA BY AGE.

~~(G)~~ (F) (1) ON OR BEFORE ~~SEPTEMBER~~ OCTOBER 1 EACH YEAR, BEGINNING WITH THE 2020–2021 SCHOOL YEAR, EACH COUNTY BOARD SHALL REPORT TO THE DEPARTMENT THE FOLLOWING INFORMATION:

(I) THE NUMBER OF STUDENTS IN THE COUNTY IN EACH GRADE LEVEL;

(II) THE NUMBER OF STUDENTS SCREENED AT EACH GRADE LEVEL;

(III) THE NUMBER OF STUDENTS IDENTIFIED THROUGH A SCREENING INSTRUMENT AS AT RISK FOR READING DIFFICULTIES IN EACH GRADE LEVEL; AND

(IV) THE NUMBER OF STUDENTS IDENTIFIED AS AT RISK FOR READING DIFFICULTIES AT EACH GRADE LEVEL WHO RECEIVED SUPPLEMENTAL READING INSTRUCTION.

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

(I) DISAGGREGATED AND SEARCHABLE AT THE COUNTY BOARD ~~AND SCHOOL LEVELS~~ LEVEL; AND

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

~~(H)~~ (G) (1) ON OR BEFORE JUNE 1, 2020, AND ONCE EVERY ~~2~~ 4 YEARS THEREAFTER, THE DEPARTMENT, IN CONSULTATION WITH PARENTS, TEACHERS, AND OTHER INTERESTED STAKEHOLDERS, SHALL DEVELOP AND UPDATE RESOURCES FOR USE BY A COUNTY BOARD, ~~INCLUDING A STATE READING AND DYSLEXIA HANDBOOK.~~

~~(2) THE STATE READING AND DYSLEXIA HANDBOOK SHALL INCLUDE:~~

~~(I) A LIST OF RECOMMENDED SCREENING AND INFORMAL DIAGNOSTIC ASSESSMENTS THAT MEET THE REQUIREMENTS OF THIS SECTION;~~

~~(II) A LIST OF RECOMMENDED SUPPLEMENTAL READING INSTRUCTION PROGRAMS AND PROGRESS MONITORING INSTRUMENTS THAT MEET THE REQUIREMENTS OF THIS SECTION;~~

~~(III) BEST PRACTICES FOR CHOOSING A SCREENING INSTRUMENT AND PROGRESS MONITORING AND DATA COLLECTION PROCESSES;~~

~~(IV) BEST PRACTICES FOR SUPPLEMENTAL READING INSTRUCTION BASED ON INFORMAL DIAGNOSTIC AND PROGRESS MONITORING DATA;~~

~~(V) PROCEDURES AND CRITERIA FOR APPROPRIATE SCREENING OF STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS;~~

~~(VI) SAMPLE NOTIFICATION LETTERS; AND~~

~~(VII) A CHECKLIST OF EARLY WARNING SIGNS OF READING DIFFICULTY AND DYSLEXIA BY GRADE.~~

~~(3)~~ **(2)** RESOURCES DEVELOPED UNDER THIS SUBSECTION SHALL BE AVAILABLE ON THE DEPARTMENT’S WEBSITE.

~~(4)~~ **(H)** **(1)** THE DEPARTMENT SHALL PROVIDE TECHNICAL SUPPORT FOR THE COUNTY BOARDS TO PROVIDE TRAINING OPPORTUNITIES ANNUALLY FOR INDIVIDUALS WHO CONDUCT SCREENINGS UNDER THIS SECTION AND FOR SCHOOL ADMINISTRATORS.

**(2)** TRAINING OPPORTUNITIES MAY INCLUDE TRAINING ON:

~~(4)~~ **(I)** THE ADMINISTRATION AND INTERPRETATION OF SCREENINGS, INFORMAL DIAGNOSTIC ASSESSMENTS, PROGRESS MONITORING INSTRUMENTS, AND STUDENT DATA;

~~(2)~~ **(II)** ~~PROVIDING AND INTERPRETING~~ INTERPRETING SCREENINGS AND, ~~ASSESSMENTS, AND PROGRESS MONITORING RESULTS~~ FOR PARENTS;

~~(3)~~ **(III)** BEST PRACTICES FOR DESIGNING AND IMPLEMENTING SUPPLEMENTAL READING INSTRUCTION ~~BASED ON INFORMAL DIAGNOSTIC AND PROGRESS MONITORING DATA;~~ AND

~~(4)~~ **(IV)** THE ELEMENTS, PRINCIPLES, AND BEST PRACTICES OF SUPPLEMENTAL READING INSTRUCTION.

~~(4)~~ **(I)** THE DEPARTMENT SHALL ADOPT REGULATIONS TO IMPLEMENT THE REQUIREMENTS OF THIS SECTION.

SECTION 2. AND BE IT FURTHER ENACTED, That it is the intent of the General Assembly that money appropriated in accordance with The Blueprint for Maryland’s Future, Chapter (S.B. 1030/H.B. 1413) of the Acts of the General Assembly of 2019, shall be used to offset the cost of implementation of Section 1 of this Act.

SECTION ~~2.~~ 3. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2019.

Approved by the Governor, May 13, 2019.