

MAINE STATE LEGISLATURE

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Date: 6/3/15

L.D. 231
(Filing No. H-279)

EDUCATION AND CULTURAL AFFAIRS

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**STATE OF MAINE
HOUSE OF REPRESENTATIVES
127TH LEGISLATURE
FIRST REGULAR SESSION**

COMMITTEE AMENDMENT "A" to H.P. 163, L.D. 231, Bill, "An Act To Ensure That Schoolchildren with Dyslexia Receive the Assistance Needed"

Amend the bill by striking out everything after the enacting clause and before the summary and inserting the following:

'Sec. 1. 20-A MRS §4710-B is enacted to read:

§4710-B. Dyslexia screening

1. Definitions. As used in this section, unless the context otherwise indicates, the following terms have the following meanings.

A. "Alphabet knowledge" means the ability to name, distinguish shapes of, write and identify the sounds of the letters of the alphabet.

B. "Decoding" means the ability to apply knowledge of letter-sound relationships.

C. "Dyslexia" means a condition that is neurological in origin and characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities that typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and in relation to the provision of effective classroom instruction; the secondary consequences of dyslexia may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

D. "Encoding" means the ability to put ideas into messages to be delivered to and understood by other people.

E. "Phonological and phonemic awareness" means awareness of the phonological structure of words.

F. "Rapid naming" means the ability to connect visual and verbal information by giving appropriate names to common objects, colors, letters and digits.

COMMITTEE AMENDMENT

1 G. "Sound-symbol recognition" means the ability to understand the relationship
2 between symbols or combinations of symbols and the sounds they make.

3 2. Dyslexia screening. Beginning in the 2016-2017 school year, a school
4 administrative unit shall screen for dyslexia students from kindergarten to grade 2 who
5 have difficulty, as identified by a classroom teacher, in an area described in paragraphs A
6 to F. The screening of a student must include an examination of the student's:

7 A. Phonological and phonemic awareness;

8 B. Sound-symbol recognition;

9 C. Alphabet knowledge;

10 D. Decoding skills;

11 E. Rapid naming skills; and

12 F. Encoding skills.

13 3. Dyslexia coordinator. There is created within the department the position of
14 dyslexia coordinator to assist the department in complying with the provisions of this
15 section and the general education interventions required in the department's special
16 education rules as they pertain to students struggling with reading or showing early
17 indicators of reading difficulty. The dyslexia coordinator must have a background in
18 reading and language difficulties, including dyslexia, and in language and literacy. The
19 dyslexia coordinator shall develop before March 1, 2016 and update annually thereafter a
20 plan that:

21 A. Implements dyslexia awareness training for teachers;

22 B. Implements professional development in evidence-based screening practices; and

23 C. Identifies needs of school administrative units for implementing evidence-based
24 practices and response to scientific, research-based intervention strategies for reading
25 and language-based learning difficulties.

26 **Sec. 2. Appointment of dyslexia coordinator.** The Commissioner of
27 Education shall hire a dyslexia coordinator pursuant to the Maine Revised Statutes, Title
28 20-A, section 4710-B by October 1, 2015.

29 **Sec. 3. Appropriations and allocations.** The following appropriations and
30 allocations are made.

31 **EDUCATION, DEPARTMENT OF**

32 **Special Services Team Z080**

33 Initiative: Provides funds for one Education Specialist III position to serve as a dyslexia
34 coordinator within the Department of Education.

35	GENERAL FUND	2015-16	2016-17
36	POSITIONS - LEGISLATIVE COUNT	1.000	1.000
37	Personal Services	\$63,038	\$90,628

COMMITTEE AMENDMENT "A" to H.P. 163, L.D. 231

1	All Other	\$9,966	\$11,165
2			
3	GENERAL FUND TOTAL	<u>\$73,004</u>	<u>\$101,793</u>
4			

5

SUMMARY

6 This amendment replaces the bill. It defines "dyslexia" and requires school
7 administrative units to screen for dyslexia only those students from kindergarten to grade
8 2 who have certain difficulties, as noted by a classroom teacher, beginning in the 2016-
9 2017 school year. It also requires the Department of Education to hire a dyslexia
10 coordinator by October 1, 2015 and describes the dyslexia coordinator's duties. The
11 amendment adds an appropriations and allocations section.

12

FISCAL NOTE REQUIRED

13

(See attached)



127th MAINE LEGISLATURE

LD 231

LR 159(02)

An Act To Ensure That Schoolchildren with Dyslexia Receive the Assistance Needed

Fiscal Note for Bill as Amended by Committee Amendment 'A' (H-279)

Committee: Education and Cultural Affairs

Fiscal Note Required: Yes

Fiscal Note

State Mandate - Unfunded

	FY 2015-16	FY 2016-17	Projections FY 2017-18	Projections FY 2018-19
Net Cost (Savings)				
General Fund	\$73,004	\$101,793	\$105,418	\$109,188
Appropriations/Allocations				
General Fund	\$73,004	\$101,793	\$105,418	\$109,188

State Mandates

Required Activity	Unit Affected	Local Cost
Requires school administrative units to annually screen certain students for dyslexia.	School	Moderate statewide

The required local activities in this bill may represent a State mandate pursuant to the Constitution of Maine. Unless General Fund appropriations are provided to fund at least 90% of the additional costs or a Mandate Preamble is amended to the bill and two-thirds of the members of each House vote to exempt this mandate from the funding requirement, municipalities may not be required to implement these changes.

Fiscal Detail and Notes

This bill includes General Fund appropriations of \$73,004 in fiscal year 2015-16 and \$101,793 in fiscal year 2016-17 to the Special Services Team program within the Department of Education for the personal services and all other costs for one Education Specialist III position to serve as a dyslexia coordinator within the department effective October 1, 2015.

Although this bill contains General Fund appropriations to fund the dyslexia coordinator position, the Department of Education has indicated that a "change package" to the Governor's proposed 2016-2017 biennial budget will include an initiative to create a federally funded Education Specialist III position as part of a proposal to reorganize the Special Services Team. According to the department this position, if approved, can be used for the dyslexia coordinator and the General Fund position included in this bill will not be needed. Depending on the final actions of the Legislature on the 2016-2017 biennial budget, this fiscal note may need to be adjusted.