



SPONSOR: Rep. K. Williams

HOUSE OF REPRESENTATIVES
151st GENERAL ASSEMBLY

HOUSE AMENDMENT NO. 1
TO
HOUSE BILL NO. 304

1 AMEND House Bill No. 304 by inserting after the period on line 41 the following: “A district or charter school
2 shall provide educators time during the contractual day to complete data entry and compilation associated with the screener,
3 to communicate with families, and any other responsibility as outlined in this section. A district or charter school shall
4 provide coverage for instruction or student support when the educator is meeting the responsibilities outlined in this
5 section.”.

6 FURTHER AMEND House Bill No. 304 by deleting lines 45 through 47 and inserting in lieu thereof the
7 following:

8 “(c) The Department, in consultation with curriculum and special education supervisors from local education
9 agencies, elementary school teachers, and elementary special education teachers, shall develop, maintain, and publish a list
10 of universal reading screeners and a list of literacy intervention approaches that are aligned with the essential components
11 of evidence-based reading instruction listed under § 1280(c)(3) of this title. Initial publication of the lists must occur by
12 December 1, 2022.

13 FURTHER AMEND House Bill No. 304 on line 64 after “cost” and before the period by inserting “which shall be
14 provided during the contractual day”.

15 FURTHER AMEND House Bill No. 304 by deleting lines 65 through 71 and inserting in lieu thereof the
16 following:

17 “(d) Beginning in 2023, each school district and charter school shall report annually to the Department, on or
18 before October 31, the number and percentage of students, disaggregated by grade and by individual school, identified with
19 a potential reading deficiency, including characteristics of dyslexia, pursuant to the screening mandated in subsection (b) of
20 this section, and the literacy intervention approaches being provided.

SYNOPSIS

This amendment does the following:

Specifies that educators must be given time during the contractual day to complete duties associated with the universal reading screener, including professional learning.

Requires inclusion of curriculum and special education supervisors, as well as elementary school teachers and elementary special education teachers, from districts and charters in the development of the lists of aligned screeners and interventions.

Removes the separate reporting requirement for dyslexia specific interventions.