

**First Regular Session  
Seventy-second General Assembly  
STATE OF COLORADO**

**INTRODUCED**

LLS NO. 19-0292.01 Julie Pelegrin x2700

**HOUSE BILL 19-1134**

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**HOUSE SPONSORSHIP**

**Buckner and Wilson,**

**SENATE SPONSORSHIP**

**Todd,**

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**House Committees**  
Education

**Senate Committees**

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**A BILL FOR AN ACT**

101 **CONCERNING RESEARCHING EFFECTIVE METHODS FOR ASSISTING**  
102 **EARLY-GRADE STUDENTS WITH DYSLEXIA.**

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**Bill Summary**

*(Note: This summary applies to this bill as introduced and does not reflect any amendments that may be subsequently adopted. If this bill passes third reading in the house of introduction, a bill summary that applies to the reengrossed version of this bill will be available at <http://leg.colorado.gov>.)*

The bill directs the commissioner of education (commissioner) to convene a working group to analyze state and national data and practices concerning identification and support of students with dyslexia and to recommend dyslexia screening tools and processes, a statewide plan for identifying and supporting students with dyslexia, and educator training in recognizing and providing interventions for students with dyslexia. The

Shading denotes HOUSE amendment. Double underlining denotes SENATE amendment.  
Capital letters or bold & italic numbers indicate new material to be added to existing statute.  
Dashes through the words indicate deletions from existing statute.

working group must submit a report of its recommendations to the commissioner, and the commissioner must submit the report to the state board of education and the education committees of the general assembly.

The bill directs the department of education (department) to establish a pilot program to assist school districts, boards of cooperative services, and charter schools (local education providers) in using READ act assessments to screen for dyslexia and in providing interventions for students who are identified as having dyslexia. At the completion of the pilot program, the department must evaluate the effectiveness of the screening and interventions, refine the resources used, and disseminate the resources used to all local education providers in the state. The department must also provide technical assistance in implementing the resources at the request of a local education provider.

The bill directs the commissioner to provide a dyslexia specialist to support the working group and the pilot program and to develop training materials related to dyslexia.

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1 *Be it enacted by the General Assembly of the State of Colorado:*

2 **SECTION 1.** In Colorado Revised Statutes, **add** article 20.5 to  
3 title 22 as follows:

4 **ARTICLE 20.5**

5 **Education of Children with Dyslexia**

6 **22-20.5-101. Legislative declaration.** (1) THE GENERAL  
7 ASSEMBLY FINDS THAT VARIOUS EDUCATIONAL ADVOCACY GROUPS,  
8 INCLUDING PARENTS OF CHILDREN IDENTIFIED AS HAVING DYSLEXIA, HAVE  
9 VOICED CONCERNS RELATED TO THE ADEQUACY AND EFFECTIVENESS OF  
10 THE METHODS AND TOOLS FOR IDENTIFYING STUDENTS WHO HAVE  
11 DYSLEXIA AND THE ADEQUACY OF THE EDUCATIONAL SUPPORTS FOR  
12 THESE STUDENTS. WHILE THERE HAVE BEEN VARIOUS EFFORTS AT BOTH  
13 THE STATE AND SCHOOL DISTRICT LEVELS TO ADDRESS THE ISSUES  
14 RELATED TO EFFECTIVE IDENTIFICATION AND SUPPORT FOR STUDENTS  
15 WITH DYSLEXIA, THESE EFFORTS HAVE NOT RESULTED IN SIGNIFICANT  
16 PROGRESS IN EDUCATING THESE STUDENTS. THEREFORE, THE GENERAL

1 ASSEMBLY, RECOGNIZING THE OBLIGATION OF THE STATE OF COLORADO  
2 TO PROVIDE EDUCATIONAL OPPORTUNITIES TO ALL CHILDREN THAT WILL  
3 ENABLE THEM TO LEAD FULFILLING AND PRODUCTIVE LIVES, FINDS THAT  
4 IT IS NECESSARY TO CREATE A WORKING GROUP OF PARENTS AND  
5 EDUCATIONAL EXPERTS TO REVIEW THE WORK OF EDUCATIONAL EXPERTS  
6 AND LOCAL EDUCATION PROVIDERS IN COLORADO AND IN OTHER STATES  
7 IN THE AREA OF IDENTIFICATION OF AND EDUCATIONAL SUPPORT FOR  
8 STUDENTS WITH DYSLEXIA AND TO USE THEIR FINDINGS TO INFORM FUTURE  
9 EFFORTS BY THE STATE AND LOCAL EDUCATION PROVIDERS TO IDENTIFY  
10 AND EFFECTIVELY SUPPORT STUDENTS WITH DYSLEXIA.

11 (2) THE GENERAL ASSEMBLY FURTHER FINDS THAT A PILOT  
12 PROGRAM THROUGH WHICH THE DEPARTMENT OF EDUCATION WORKS WITH  
13 A GROUP OF VOLUNTEER LOCAL EDUCATION PROVIDERS TO USE EARLY  
14 LITERACY ASSESSMENT RESULTS TO IDENTIFY MARKERS OF DYSLEXIA AND  
15 PROVIDE SUPPORT TO YOUNG STUDENTS WHO MAY DEMONSTRATE THE  
16 EARLY MARKERS FOR DYSLEXIA WILL STRENGTHEN THE ABILITY OF LOCAL  
17 EDUCATION PROVIDERS THROUGHOUT THE STATE TO IDENTIFY AND  
18 EFFECTIVELY SUPPORT STUDENTS WITH DYSLEXIA.

19 **22-20.5-102. Definitions.** AS USED IN THIS ARTICLE 20.5, UNLESS  
20 THE CONTEXT OTHERWISE REQUIRES:

21 (1) "COMMISSIONER OF EDUCATION" OR "COMMISSIONER" MEANS  
22 THE OFFICE OF THE COMMISSIONER OF EDUCATION CREATED AND EXISTING  
23 PURSUANT TO SECTION 1 OF ARTICLE IX OF THE STATE CONSTITUTION.

24 (2) "DEPARTMENT" MEANS THE DEPARTMENT OF EDUCATION  
25 CREATED AND EXISTING PURSUANT TO SECTION 24-1-115.

26 (3) "DYSLEXIA" MEANS A SPECIFIC LEARNING DISABILITY THAT IS  
27 NEUROBIOLOGICAL IN ORIGIN AND CHARACTERIZED BY DIFFICULTIES WITH

1 ACCURATE AND FLUENT WORD RECOGNITION AND BY POOR SPELLING AND  
2 DECODING ABILITIES, WHICH DIFFICULTIES TYPICALLY RESULT FROM A  
3 DEFICIT IN THE PHONOLOGICAL COMPONENT OF LANGUAGE THAT IS OFTEN  
4 UNEXPECTED IN RELATION TO OTHER COGNITIVE ABILITIES AND THE  
5 PROVISION OF EFFECTIVE CLASSROOM INSTRUCTION. THE SECONDARY  
6 CONSEQUENCES OF DYSLEXIA MAY INCLUDE PROBLEMS IN READING  
7 COMPREHENSION AND REDUCED READING EXPERIENCE THAT MAY IMPEDE  
8 GROWTH OF VOCABULARY AND BACKGROUND KNOWLEDGE.

9 (4) "LOCAL EDUCATION PROVIDER" MEANS A SCHOOL DISTRICT, A  
10 BOARD OF COOPERATIVE SERVICES CREATED PURSUANT TO ARTICLE 5 OF  
11 THIS TITLE 22 THAT OPERATES A PUBLIC SCHOOL, A CHARTER SCHOOL  
12 AUTHORIZED BY A SCHOOL DISTRICT PURSUANT TO PART 1 OF ARTICLE 30.5  
13 OF THIS TITLE 22, A CHARTER SCHOOL AUTHORIZED BY THE STATE  
14 CHARTER SCHOOL INSTITUTE PURSUANT TO PART 5 OF ARTICLE 30.5 OF  
15 THIS TITLE 22, OR THE STATE CHARTER SCHOOL INSTITUTE ESTABLISHED  
16 IN SECTION 22-30.5-503.

17 (5) "PILOT PROGRAM" MEANS THE PILOT PROGRAM TO IDENTIFY  
18 MARKERS OF DYSLEXIA AND ENABLE EFFECTIVE INTERVENTIONS  
19 OPERATED PURSUANT TO SECTION 22-20.5-105.

20 (6) "RURAL SCHOOL DISTRICT" MEANS A SCHOOL DISTRICT IN  
21 COLORADO THAT THE DEPARTMENT DETERMINES IS RURAL, BASED ON THE  
22 GEOGRAPHIC SIZE OF THE SCHOOL DISTRICT AND THE DISTANCE OF THE  
23 SCHOOL DISTRICT FROM THE NEAREST LARGE, URBANIZED AREA.

24 (7) "SMALL RURAL SCHOOL DISTRICT" MEANS A RURAL SCHOOL  
25 DISTRICT THAT ENROLLS FEWER THAN ONE THOUSAND STUDENTS IN  
26 KINDERGARTEN THROUGH TWELFTH GRADE.

27 (8) "WORKING GROUP" MEANS THE WORKING GROUP FOR

1 IDENTIFICATION OF AND EDUCATIONAL SUPPORT FOR STUDENTS WITH  
2 DYSLEXIA CONVENED BY THE COMMISSIONER PURSUANT TO SECTION  
3 22-20.5-103.

4 **22-20.5-103. Working group for identification of and**  
5 **educational support for students with dyslexia - convened - duties -**

6 **report - repeal.** (1) THE COMMISSIONER OF EDUCATION SHALL CONVENE  
7 A WORKING GROUP FOR IDENTIFICATION OF AND EDUCATIONAL SUPPORT  
8 FOR STUDENTS WITH DYSLEXIA TO REVIEW DATA CONCERNING THE  
9 IDENTIFICATION OF AND EDUCATIONAL SUPPORT FOR STUDENTS WITH  
10 DYSLEXIA AND EFFORTS IN COLORADO AND OTHER STATES TO IMPROVE  
11 EDUCATIONAL OUTCOMES FOR STUDENTS WITH DYSLEXIA. IN CONVENING  
12 THE WORKING GROUP, THE COMMISSIONER SHALL APPOINT THE FOLLOWING  
13 MEMBERS:

- 14 (a) A PARENT OF A CHILD WHO IS IDENTIFIED AS HAVING DYSLEXIA;
- 15 (b) A PARENT OF A CHILD WHO IS IDENTIFIED AS HAVING DYSLEXIA  
16 AND A DISABILITY;
- 17 (c) A SCHOOL DISTRICT LITERACY SPECIALIST;
- 18 (d) A SCHOOL DISTRICT DIRECTOR OF SPECIAL EDUCATION;
- 19 (e) A STATE OR NATIONAL LITERACY EXPERT;
- 20 (f) A STATE OR NATIONAL DYSLEXIA EXPERT;
- 21 (g) TWO ELEMENTARY GRADE TEACHERS, ONE OF WHOM TEACHES  
22 IN A RURAL SCHOOL DISTRICT OR A SMALL RURAL SCHOOL DISTRICT;
- 23 (h) A PRINCIPAL WHO IS EMPLOYED AT AN ELEMENTARY SCHOOL  
24 IN A RURAL SCHOOL DISTRICT OR AN EMPLOYEE OF A BOARD OF  
25 COOPERATIVE SERVICES, CREATED PURSUANT TO ARTICLE 5 OF THIS TITLE  
26 22, WHO HAS EXPERTISE AS A LITERACY SPECIALIST; AND
- 27 (i) A FACULTY MEMBER OF AN INSTITUTION OF HIGHER EDUCATION

1 WHO TEACHES IN AN APPROVED EDUCATOR PREPARATION PROGRAM FOR  
2 ELEMENTARY GRADE TEACHERS.

3 (2) THE WORKING GROUP SHALL:

4 (a) ANALYZE CURRENT NATIONAL AND STATEWIDE DATA RELATED  
5 TO STUDENTS IDENTIFIED AS HAVING DYSLEXIA, INCLUDING BUT NOT  
6 LIMITED TO IDENTIFICATION RATES AND ACHIEVEMENT RATES;

7 (b) ANALYZE THE IMPLEMENTATION AND DEMONSTRATED  
8 EFFECTIVENESS IN OTHER STATES OF STATEWIDE LEGISLATION FOR  
9 DYSLEXIA SCREENING, EDUCATOR TRAINING, AND OTHER  
10 DYSLEXIA-RELATED LAWS;

11 (c) IDENTIFY AND RECOMMEND APPROPRIATE DYSLEXIA  
12 SCREENING TOOLS AND PROCESSES AS WELL AS COMPREHENSIVE  
13 ASSESSMENTS THAT ADDRESS THE RECOGNIZED CHALLENGES OF  
14 DYSLEXIA, INCLUDING PHONOLOGICAL PROCESSING, PHONEMIC  
15 AWARENESS, AND DECODING AND ENCODING SKILLS;

16 (d) IDENTIFY AND RECOMMEND A STATEWIDE PLAN FOR  
17 SUPPORTING STUDENTS WHO ARE IDENTIFIED AS HAVING DYSLEXIA,  
18 INCLUDING SPECIFIC INTERVENTION STRUCTURES AND THEIR COMPONENTS,  
19 WHICH MUST INCLUDE EVIDENCE-BASED INTERVENTIONS,  
20 PROGRESS-MONITORING SYSTEMS, AND DATA-COLLECTION SYSTEMS. THE  
21 RECOMMENDATIONS FOR A STATEWIDE PLAN MUST CONSIDER LEGAL  
22 REQUIREMENTS INCLUDED IN THE "COLORADO READ ACT", PART 12 OF  
23 ARTICLE 7 OF THIS TITLE 22, AND ITS IMPLEMENTING RULES; THE  
24 "EXCEPTIONAL CHILDREN'S EDUCATIONAL ACT", ARTICLE 20 OF THIS  
25 TITLE 22, AND ITS IMPLEMENTING RULES; THE FEDERAL "INDIVIDUALS  
26 WITH DISABILITIES EDUCATION ACT", 20 U.S.C. SEC. 1400 ET SEQ., AS  
27 AMENDED, AND ITS IMPLEMENTING REGULATIONS; AND SECTION 504 OF

1 THE FEDERAL "REHABILITATION ACT OF 1973", 29 U.S.C. SEC. 701 ET  
2 SEQ., AS AMENDED, AND ITS IMPLEMENTING REGULATIONS.

3 (e) IDENTIFY AND RECOMMEND COMPONENTS OF DYSLEXIA  
4 AWARENESS TRAINING FOR COLORADO EDUCATORS, INCLUDING THE  
5 CONTENT, TARGET AUDIENCE, TIME FRAME FOR TRAINING, AND PROJECTED  
6 COST;

7 (f) IDENTIFY AND RECOMMEND EDUCATOR TRAINING FOR IN-STATE  
8 APPROVED PROGRAMS OF PREPARATION FOR TEACHERS AND ALTERNATIVE  
9 TEACHER PROGRAMS AND RECOMMENDED TRAINING FOR CURRENT  
10 EDUCATORS, BASED ON EFFECTIVE PRACTICES IN OTHER STATES, AS WELL  
11 AS RECOMMENDATIONS FROM STATE AND NATIONAL ORGANIZATIONS  
12 FOCUSING ON LITERACY. THE RECOMMENDATIONS CONCERNING  
13 EDUCATOR TRAINING MAY INCLUDE THE CONTENT, TARGET AUDIENCE,  
14 TIME FRAME FOR TRAINING, AND PROJECTED COST.

15 (g) PROVIDE RECOMMENDATIONS TO THE DEPARTMENT  
16 CONCERNING THE DESIGN AND IMPLEMENTATION OF THE PILOT PROGRAM.

17 (3) IN COMPLETING THE DUTIES DESCRIBED IN SUBSECTIONS (2)(c)  
18 TO (2)(g) OF THIS SECTION, THE WORKING GROUP SHALL ANALYZE AND  
19 INTEGRATE, AS APPROPRIATE, THE WORK AND RECOMMENDATIONS OF  
20 OTHER PREVIOUS AND ONGOING STATE INITIATIVES RELATED TO  
21 IMPROVING THE IDENTIFICATION AND SUPPORT OF STUDENTS WHO HAVE  
22 DYSLEXIA.

23 (4) THE WORKING GROUP SHALL SUBMIT A REPORT OF ITS  
24 RECOMMENDATIONS TO THE COMMISSIONER BY JULY 1, 2020, AND BY  
25 JULY 1 EACH YEAR THEREAFTER. ON OR BEFORE FEBRUARY 1, 2021, AND  
26 ON OR BEFORE FEBRUARY 1 EACH YEAR THEREAFTER, THE COMMISSIONER  
27 SHALL SUBMIT THE REPORT, WITH ANY RECOMMENDATIONS FOR

1 LEGISLATION, TO THE STATE BOARD OF EDUCATION AND THE EDUCATION  
2 COMMITTEES OF THE HOUSE OF REPRESENTATIVES AND THE SENATE, OR  
3 ANY SUCCESSOR COMMITTEES. NOTWITHSTANDING THE REQUIREMENT IN  
4 SECTION 24-1-136 (11)(a)(I), THE REQUIREMENT TO SUBMIT THE REPORT  
5 SPECIFIED IN THIS SUBSECTION (4) CONTINUES INDEFINITELY.

6 (5) THIS SECTION IS REPEALED, EFFECTIVE SEPTEMBER 1, 2029.  
7 BEFORE THE REPEAL, THE WORKING GROUP IS SCHEDULED FOR REVIEW IN  
8 ACCORDANCE WITH SECTION 2-3-1203.

9 **22-20.5-104. Department - dyslexia support.** THE  
10 COMMISSIONER SHALL ENSURE THAT THE DIVISION WITHIN THE  
11 DEPARTMENT THAT IS RESPONSIBLE FOR LITERACY AND EXCEPTIONAL  
12 STUDENT SERVICES INCLUDES A PERSON WHO IS A DYSLEXIA SPECIALIST.  
13 AT A MINIMUM, THE DYSLEXIA SPECIALIST SHALL PROVIDE STAFF SUPPORT  
14 FOR THE WORKING GROUP, ASSIST IN DESIGNING AND IMPLEMENTING THE  
15 PILOT PROGRAM, AND DEVELOP EDUCATOR TRAINING MATERIALS  
16 RELATING TO DYSLEXIA.

17 **22-20.5-105. Pilot program - dyslexia markers - effective**  
18 **interventions - created - evaluation report - repeal.** (1) BEGINNING IN  
19 THE 2020-21 SCHOOL YEAR, THE DEPARTMENT SHALL IMPLEMENT A PILOT  
20 PROGRAM TO DEVELOP AND PILOT SCREENING AND DIAGNOSTIC PROCESSES  
21 AND INTERVENTION STRATEGIES FOR EARLY IDENTIFICATION OF AND  
22 SUPPORT FOR STUDENTS ENROLLED IN KINDERGARTEN THROUGH THIRD  
23 GRADE WHO MAY HAVE DYSLEXIA. THE DEPARTMENT SHALL CONSULT  
24 WITH THE WORKING GROUP CONCERNING THE DESIGN AND  
25 IMPLEMENTATION OF THE PILOT PROGRAM. THE DEPARTMENT SHALL  
26 PROVIDE INFORMATION CONCERNING THE PILOT PROGRAM TO LOCAL  
27 EDUCATION PROVIDERS THROUGHOUT THE STATE AND SELECT UP TO FIVE



1 LOCAL EDUCATION PROVIDERS WHO VOLUNTEER TO PARTICIPATE IN THE  
2 PILOT PROGRAM. IN SELECTING THE PARTICIPATING LOCAL EDUCATION  
3 PROVIDERS, THE DEPARTMENT SHALL ENSURE TO THE EXTENT  
4 PRACTICABLE THAT THE AFFECTED STUDENT POPULATIONS ARE  
5 REPRESENTATIVE OF THE DEMOGRAPHIC DIVERSITY WITHIN THE STATE  
6 AND THAT THE LOCAL EDUCATION PROVIDERS ARE LOCATED THROUGHOUT  
7 THE STATE. THE LOCAL EDUCATION PROVIDERS THAT PARTICIPATE IN THE  
8 PILOT PROGRAM WILL WORK WITH THE DEPARTMENT TO USE THE RESULTS  
9 OBTAINED FROM ASSESSMENTS ADMINISTERED PURSUANT TO THE  
10 "COLORADO READ ACT", PART 12 OF ARTICLE 7 OF THIS TITLE 22, IN A  
11 RESEARCH-BASED PROCESS TO IDENTIFY MARKERS OF DYSLEXIA AND  
12 PROVIDE SUPPORT FOR YOUNG READERS WHO MAY EXHIBIT THE MARKERS  
13 FOR DYSLEXIA.

14 (2) IN IMPLEMENTING THE PILOT PROGRAM, THE DEPARTMENT  
15 SHALL:

16 (a) PROVIDE TARGETED SUPPORT FOR EDUCATORS EMPLOYED BY  
17 THE PARTICIPATING LOCAL EDUCATION PROVIDERS IN UNDERSTANDING  
18 THE UNIQUE NEEDS OF YOUNG STUDENTS WHO ARE AT RISK FOR READING  
19 DELAYS RELATED TO DYSLEXIA;

20 (b) ASSIST THE PARTICIPATING LOCAL EDUCATION PROVIDERS IN  
21 IMPLEMENTING A DYSLEXIA IDENTIFICATION PROCESS THAT USES THE  
22 READ ACT INTERIM ASSESSMENT AS A SCREENING TOOL AND USES A  
23 RESEARCH-BASED DIAGNOSTIC PROCESS TO USE THE RESULTS OF THE  
24 ASSESSMENTS TO IDENTIFY THE PRESENCE OF DYSLEXIA; AND

25 (c) SUPPORT THE PARTICIPATING LOCAL EDUCATION PROVIDERS IN  
26 PAIRING ASSESSMENT PROCESSES WITH IMPLEMENTATION OF  
27 RESEARCH-BASED INSTRUCTIONAL AND INTERVENTION STRATEGIES TO

1 PROVIDE TIMELY AND APPROPRIATE SUPPORT FOR STUDENTS AT RISK FOR  
2 IDENTIFICATION OF DYSLEXIA.

3 (3) AT THE END OF THE 2022-23 SCHOOL YEAR, THE DEPARTMENT  
4 SHALL EVALUATE THE IMPLEMENTATION OF THE PILOT PROGRAM AND THE  
5 EFFECTIVENESS OF THE STRATEGIES IN IDENTIFYING AND SUPPORTING  
6 MORE STUDENTS IN THE PARTICIPATING LOCAL EDUCATION PROVIDERS  
7 THAN WERE IDENTIFIED AND SUPPORTED IN NONPARTICIPATING LOCAL  
8 EDUCATION PROVIDERS. BASED ON THE EVALUATION, THE DEPARTMENT  
9 SHALL REFINE THE RESOURCES FOR TECHNICAL SUPPORT, IDENTIFICATION,  
10 AND INTERVENTIONS, AS NECESSARY, AND DISSEMINATE THE RESOURCES  
11 TO ALL LOCAL EDUCATION PROVIDERS IN THE STATE. UPON REQUEST, THE  
12 DEPARTMENT SHALL ALSO PROVIDE THE TECHNICAL SUPPORT NECESSARY  
13 TO EFFECTIVELY USE THE RESOURCES.

14 (4) ON OR BEFORE DECEMBER 31, 2023, THE DEPARTMENT SHALL  
15 SUBMIT TO THE STATE BOARD AND THE EDUCATION COMMITTEES OF THE  
16 SENATE AND THE HOUSE OF REPRESENTATIVES, OR ANY SUCCESSOR  
17 COMMITTEES, A REPORT CONCERNING THE IMPLEMENTATION AND  
18 EVALUATION OF THE PILOT PROGRAM. THE REPORT MAY INCLUDE IN THE  
19 REPORT ANY RECOMMENDATIONS FOR LEGISLATION THAT THE  
20 DEPARTMENT DEEMS NECESSARY BASED ON THE EVALUATION OF THE  
21 PILOT PROGRAM.

22 (5) THIS SECTION IS REPEALED, EFFECTIVE JULY 1, 2024.

23 **SECTION 2.** In Colorado Revised Statutes, 2-3-1203, **add** (20)  
24 as follows:

25 **2-3-1203. Sunset review of advisory committees - legislative**  
26 **declaration - definition - repeal.** (20) (a) THE FOLLOWING STATUTORY  
27 AUTHORIZATIONS FOR THE DESIGNATED ADVISORY COMMITTEES WILL

1 REPEAL ON SEPTEMBER 1, 2029:

2 (I) THE WORKING GROUP FOR IDENTIFICATION OF AND  
3 EDUCATIONAL SUPPORT FOR STUDENTS WITH DYSLEXIA CREATED IN  
4 SECTION 22-20.5-103.

5 (b) THIS SUBSECTION (20) IS REPEALED, EFFECTIVE SEPTEMBER 1,  
6 2031.

7 **SECTION 3. Safety clause.** The general assembly hereby finds,  
8 determines, and declares that this act is necessary for the immediate  
9 preservation of the public peace, health, and safety.