

SENATE SUBSTITUTE FOR
HOUSE BILL NO. 4822

A bill to amend 1976 PA 451, entitled
"The revised school code,"
(MCL 380.1 to 380.1852) by adding section 1280f.

THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

1 SEC. 1280F. (1) THE DEPARTMENT SHALL DO ALL OF THE FOLLOWING
2 TO HELP ENSURE THAT MORE PUPILS WILL ACHIEVE A SCORE OF AT LEAST
3 PROFICIENT IN ENGLISH LANGUAGE ARTS ON THE GRADE 3 STATE
4 ASSESSMENT:

5 (A) APPROVE 3 OR MORE VALID AND RELIABLE SCREENING, FORMATIVE,
6 AND DIAGNOSTIC READING ASSESSMENT SYSTEMS FOR SELECTION AND USE BY
7 SCHOOL DISTRICTS AND PUBLIC SCHOOL ACADEMIES IN ACCORDANCE WITH THE
8 FOLLOWING:

9 (i) EACH APPROVED ASSESSMENT SYSTEM SHALL PROVIDE A SCREENING

1 ASSESSMENT, MONITORING CAPABILITIES FOR MONITORING PROGRESS TOWARD
2 A GROWTH TARGET, AND A DIAGNOSTIC ASSESSMENT.

3 (ii) IN DETERMINING WHICH ASSESSMENT SYSTEMS TO APPROVE FOR
4 USE BY SCHOOL DISTRICTS AND PUBLIC SCHOOL ACADEMIES, THE DEPARTMENT
5 SHALL ALSO CONSIDER AT LEAST THE FOLLOWING FACTORS:

6 (A) THE TIME REQUIRED TO CONDUCT THE ASSESSMENTS, WITH THE
7 INTENTION OF MINIMIZING THE IMPACT ON INSTRUCTIONAL TIME.

8 (B) THE LEVEL OF INTEGRATION OF ASSESSMENT RESULTS WITH
9 INSTRUCTIONAL SUPPORT FOR TEACHERS AND PUPILS.

10 (C) THE TIMELINESS IN REPORTING ASSESSMENT RESULTS TO
11 TEACHERS, ADMINISTRATORS, AND PARENTS.

12 (B) RECOMMEND OR DEVELOP AN EARLY LITERACY COACH MODEL WITH
13 THE FOLLOWING FEATURES:

14 (i) AN EARLY LITERACY COACH SHALL SUPPORT AND PROVIDE INITIAL
15 AND ONGOING PROFESSIONAL DEVELOPMENT TO TEACHERS IN ALL OF THE
16 FOLLOWING:

17 (A) EACH OF THE 5 MAJOR READING COMPONENTS LISTED IN
18 SUBSECTION (3) (A) (iv) (B) AS NEEDED, BASED ON AN ANALYSIS OF PUPIL
19 PERFORMANCE DATA.

20 (B) ADMINISTERING AND ANALYZING INSTRUCTIONAL ASSESSMENTS.

21 (C) PROVIDING DIFFERENTIATED INSTRUCTION AND INTENSIVE
22 INTERVENTION.

23 (D) USING PROGRESS MONITORING.

24 (E) IDENTIFYING AND ADDRESSING READING DEFICIENCY.

25 (ii) AN EARLY LITERACY COACH SHALL ALSO DO ALL OF THE
26 FOLLOWING:

27 (A) MODEL EFFECTIVE INSTRUCTIONAL STRATEGIES FOR TEACHERS.

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1 (B) FACILITATE STUDY GROUPS.

2 (C) TRAIN TEACHERS IN DATA ANALYSIS AND USING DATA TO
3 DIFFERENTIATE INSTRUCTION.

4 (D) COACH AND MENTOR COLLEAGUES.

5 (E) WORK WITH TEACHERS TO ENSURE THAT <<EVIDENCE-BASED>> READING
6 PROGRAMS SUCH AS COMPREHENSIVE CORE READING PROGRAMS, SUPPLEMENTAL
7 READING PROGRAMS, AND COMPREHENSIVE INTERVENTION READING PROGRAMS
8 ARE IMPLEMENTED WITH FIDELITY.

9 (F) TRAIN TEACHERS TO DIAGNOSE AND ADDRESS READING DEFICIENCY.

10 (G) WORK WITH TEACHERS IN APPLYING <<EVIDENCE-BASED>> READING
11 STRATEGIES IN OTHER CONTENT AREAS, INCLUDING, BUT NOT LIMITED TO,
12 PRIORITIZING TIME SPENT ON THOSE TEACHERS, ACTIVITIES, AND ROLES
13 THAT WILL HAVE THE GREATEST IMPACT ON PUPIL ACHIEVEMENT AND
14 PRIORITIZING COACHING AND MENTORING IN CLASSROOMS.

15 (H) HELP TO INCREASE INSTRUCTIONAL DENSITY TO MEET THE NEEDS
16 OF ALL PUPILS.

17 (I) HELP LEAD AND SUPPORT READING LEADERSHIP TEAMS AT THE
18 SCHOOL.

19 (J) CONTINUE TO INCREASE HIS OR HER KNOWLEDGE BASE IN BEST
20 PRACTICES IN READING INSTRUCTION AND INTERVENTION.

21 (K) FOR EACH TEACHER WHO TEACHES IN A CLASSROOM FOR GRADES K
22 TO 3, MODEL FOR THE TEACHER, AND COACH THE TEACHER IN, INSTRUCTION
23 WITH PUPILS IN WHOLE AND SMALL GROUPS.

24 (iii) IN THE CONTEXT OF PERFORMING THE FUNCTIONS DESCRIBED IN
25 SUBPARAGRAPH (ii), AN EARLY LITERACY COACH SHALL NOT BE ASKED TO
26 PERFORM ADMINISTRATIVE FUNCTIONS THAT WILL CONFUSE HIS OR HER ROLE
27 FOR TEACHERS.

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(iv) AN EARLY LITERACY COACH MUST MEET ALL OF THE FOLLOWING:

(A) HAVE EXPERIENCE AS A SUCCESSFUL CLASSROOM TEACHER.

(B) HAVE SUFFICIENT KNOWLEDGE OF SCIENTIFICALLY BASED READING RESEARCH, SPECIAL EXPERTISE IN QUALITY READING INSTRUCTION AND INFUSING READING STRATEGIES INTO CONTENT AREA INSTRUCTION, AND DATA MANAGEMENT SKILLS.

(C) HAVE A STRONG KNOWLEDGE BASE IN WORKING WITH ADULTS.

(D) HAVE A MINIMUM OF A BACHELOR'S DEGREE AND ADVANCED COURSEWORK IN READING OR HAVE COMPLETED PROFESSIONAL DEVELOPMENT IN <<EVIDENCE-BASED>> LITERACY INSTRUCTIONAL STRATEGIES.

(v) AN EARLY LITERACY COACH SHALL NOT BE ASSIGNED A REGULAR CLASSROOM TEACHING ASSIGNMENT, BUT SHALL BE EXPECTED TO WORK FREQUENTLY WITH PUPILS IN WHOLE AND SMALL GROUP INSTRUCTION OR TUTORING IN THE CONTEXT OF MODELING AND COACHING IN OR OUTSIDE OF TEACHERS' CLASSROOMS.

(2) SUBJECT TO SUBSECTION (14), BEGINNING IN THE 2016-2017 SCHOOL YEAR, THE BOARD OF A SCHOOL DISTRICT OR BOARD OF DIRECTORS OF A PUBLIC SCHOOL ACADEMY SHALL DO ALL OF THE FOLLOWING TO ENSURE THAT MORE PUPILS WILL ACHIEVE A SCORE OF AT LEAST PROFICIENT IN ENGLISH LANGUAGE ARTS ON THE GRADE 3 STATE ASSESSMENT:

(A) SELECT 1 VALID AND RELIABLE SCREENING, FORMATIVE, AND DIAGNOSTIC READING ASSESSMENT SYSTEM FROM THE ASSESSMENT SYSTEMS APPROVED BY THE DEPARTMENT UNDER SUBSECTION (1) (A). A SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY SHALL USE THIS ASSESSMENT SYSTEM FOR PUPILS IN GRADES K TO 3 TO SCREEN AND DIAGNOSE DIFFICULTIES, INFORM INSTRUCTION AND INTERVENTION NEEDS, AND ASSESS PROGRESS TOWARD A GROWTH TARGET. A SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY

1 PERIODICALLY SHALL ASSESS A PUPIL'S PROGRESS IN READING SKILLS AT
2 LEAST 3 TIMES PER SCHOOL YEAR IN GRADES K TO 3. THE FIRST OF THESE
3 ASSESSMENTS FOR A SCHOOL YEAR SHALL BE CONDUCTED WITHIN THE FIRST
4 30 SCHOOL DAYS OF THE SCHOOL YEAR.

5 (B) FOR ANY PUPIL IN GRADES K TO 3 WHO EXHIBITS A READING
6 DEFICIENCY AT ANY TIME, BASED UPON THE READING ASSESSMENT SYSTEM
7 SELECTED AND USED UNDER SUBDIVISION (A), PROVIDE AN INDIVIDUAL
8 READING IMPROVEMENT PLAN FOR THE PUPIL WITHIN 30 DAYS AFTER THE
9 IDENTIFICATION OF THE READING DEFICIENCY. THE INDIVIDUAL READING
10 IMPROVEMENT PLAN SHALL BE CREATED BY THE PUPIL'S TEACHER, SCHOOL
11 PRINCIPAL, AND PARENT OR LEGAL GUARDIAN AND OTHER PERTINENT SCHOOL
12 PERSONNEL, AND SHALL DESCRIBE THE READING INTERVENTION SERVICES THE
13 PUPIL WILL RECEIVE TO REMEDY THE READING DEFICIENCY. A SCHOOL
14 DISTRICT OR PUBLIC SCHOOL ACADEMY SHALL PROVIDE INTENSIVE READING
15 INTERVENTION FOR THE PUPIL IN ACCORDANCE WITH THE INDIVIDUAL
16 READING IMPROVEMENT PLAN UNTIL THE PUPIL NO LONGER HAS A READING
17 DEFICIENCY.

18 (C) IF A PUPIL IN GRADES K TO 3 IS IDENTIFIED AS HAVING AN
19 EARLY LITERACY DELAY OR READING DEFICIENCY, PROVIDE WRITTEN NOTICE
20 TO THE PUPIL'S PARENT OR LEGAL GUARDIAN OF THE DELAY OR READING
21 DEFICIENCY IN WRITING AND PROVIDE TOOLS TO ASSIST THE PARENT OR
22 LEGAL GUARDIAN TO ENGAGE IN INTERVENTION AND TO ADDRESS OR CORRECT
23 ANY READING DEFICIENCY AT HOME.

24 (D) REQUIRE A SCHOOL PRINCIPAL OR CHIEF ADMINISTRATOR TO DO
25 ALL OF THE FOLLOWING:

26 (i) FOR A TEACHER IN GRADES K TO 3, TARGET SPECIFIC AREAS OF
27 PROFESSIONAL DEVELOPMENT BASED ON THE READING DEVELOPMENT NEEDS

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1 DATA FOR INCOMING PUPILS.

2 (ii) DIFFERENTIATE AND INTENSIFY PROFESSIONAL DEVELOPMENT FOR
3 TEACHERS BASED ON DATA GATHERED BY MONITORING TEACHER PROGRESS IN
4 IMPROVING PUPIL PROFICIENCY RATES AMONG THEIR PUPILS.

5 (iii) ESTABLISH A COLLABORATIVE SYSTEM WITHIN THE SCHOOL TO
6 IMPROVE READING PROFICIENCY RATES IN GRADES K TO 3.

7 (iv) ENSURE THAT TIME IS PROVIDED FOR TEACHERS TO MEET FOR
8 PROFESSIONAL DEVELOPMENT.

9 (E) UTILIZE, AT LEAST, EARLY LITERACY COACHES PROVIDED THROUGH
10 THE INTERMEDIATE SCHOOL DISTRICT IN WHICH THE SCHOOL DISTRICT OR
11 PUBLIC SCHOOL ACADEMY IS LOCATED, AS PROVIDED FOR UNDER SECTION
12 35A(5) OF THE STATE SCHOOL AID ACT OF 1979, MCL 388.1635A<<. HOWEVER, A
13 PUBLIC SCHOOL ACADEMY MAY USE AN EARLY LITERACY COACH PROVIDED BY THE
14 PUBLIC SCHOOL ACADEMY, AT THE EXPENSE OF THE PUBLIC SCHOOL ACADEMY,
15 RATHER THAN USING AN EARLY LITERACY COACH PROVIDED THROUGH AN
16 INTERMEDIATE SCHOOL DISTRICT IF THE EARLY LITERACY COACH AND THE USAGE
17 OF THE EARLY LITERACY COACH OTHERWISE MEET THE REQUIREMENTS OF THIS
18 SECTION.

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21 (3) SUBJECT TO SUBSECTION (14), A SCHOOL DISTRICT OR PUBLIC
22 SCHOOL ACADEMY SHALL PROVIDE READING INTERVENTION PROGRAMS FOR
23 PUPILS IN GRADES K TO 3, INCLUDING AT LEAST ALL OF THE FOLLOWING:

24 (A) FOR PUPILS WHO EXHIBIT A READING DEFICIENCY, A READING
25 INTERVENTION PROGRAM INTENDED TO ENSURE THAT PUPILS ARE PROFICIENT
26 READERS BY THE END OF GRADE 3 AND THAT INCLUDES SOME OR ALL OF THE
27 FOLLOWING FEATURES:

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1 (i) IS PROVIDED TO EACH PUPIL IN GRADES K TO 3 WHO IS
2 IDENTIFIED WITH A READING DEFICIENCY BASED ON SCREENING AND
3 DIAGNOSTIC TOOLS, AND IDENTIFIES AND ADDRESSES THE PUPIL'S READING
4 DEFICIENCY.

5 (ii) PERIODICALLY SCREENS AND MONITORS THE PROGRESS OF EACH
6 PUPIL'S READING SKILLS, AT LEAST 3 TIMES PER YEAR.

7 (iii) PROVIDES <<EVIDENCE-BASED>> CORE READING INSTRUCTION THAT IS
8 COMPREHENSIVE AND MEETS THE MAJORITY OF THE GENERAL EDUCATION
9 CLASSROOM NEEDS.

10 (iv) PROVIDES READING INTERVENTION THAT MEETS, AT A MINIMUM,
11 THE FOLLOWING SPECIFICATIONS:

12 (A) ASSISTS PUPILS EXHIBITING A READING DEFICIENCY IN
13 DEVELOPING THE ABILITY TO READ AT GRADE LEVEL.

14 (B) PROVIDES INTENSIVE DEVELOPMENT IN THE 5 MAJOR READING
15 COMPONENTS: PHONEMIC AWARENESS, PHONICS, FLUENCY, VOCABULARY, AND
16 COMPREHENSION.

17 (C) IS SYSTEMATIC, EXPLICIT, MULTISENSORY, AND SEQUENTIAL.

18 (D) IS IMPLEMENTED DURING REGULAR SCHOOL HOURS IN ADDITION TO
19 REGULAR CLASSROOM READING INSTRUCTION.

20 (v) PROVIDES PARENTS, LEGAL GUARDIANS, OR OTHER PROVIDERS OF
21 CARE FOR THE PUPIL WITH A "READ AT HOME" PLAN, INCLUDING PARENT,
22 GUARDIAN, OR CARE PROVIDER TRAINING WORKSHOPS AND REGULAR HOME
23 READING.

24 (vi) DOCUMENTS EFFORTS BY THE PUPIL'S SCHOOL TO ENGAGE THE
25 PUPIL'S PARENT OR LEGAL GUARDIAN AND WHETHER OR NOT THOSE EFFORTS
26 WERE SUCCESSFUL.

27 (vii) DOCUMENTS ANY DISSENTING OPINIONS EXPRESSED BY SCHOOL

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1 PERSONNEL OR A PARENT OR LEGAL GUARDIAN CONCERNING THE INDIVIDUAL
2 READING IMPROVEMENT PLAN PROVIDED FOR THE PUPIL UNDER SUBSECTION
3 (2) (B) .

4 (B) FOR GRADE 3 PUPILS EXHIBITING A READING DEFICIENCY AS
5 DETERMINED BY THE PUPIL'S TEACHER THROUGH THE DIAGNOSTIC READING
6 ASSESSMENT SYSTEM SELECTED BY THE SCHOOL DISTRICT OR PUBLIC SCHOOL
7 ACADEMY UNDER SUBSECTION (2) (A) , A READING INTERVENTION PROGRAM
8 INTENDED TO CORRECT THE IDENTIFIED AREA OR AREAS OF READING
9 DEFICIENCY AND THAT INCLUDES ALL OF THE FOLLOWING FEATURES AS
10 NEEDED BY THE INDIVIDUAL PUPIL:

11 (i) IS <<EVIDENCE-BASED>> AND HAS PROVEN RESULTS IN ACCELERATING
12 PUPIL READING ACHIEVEMENT WITHIN THE SAME SCHOOL YEAR.

13 (ii) PROVIDES MORE DEDICATED TIME THAN THE PUPIL'S PREVIOUS
14 SCHOOL YEAR IN <<EVIDENCE-BASED>> READING INSTRUCTION AND INTERVENTION.

15 (iii) PROVIDES DAILY TARGETED SMALL GROUP OR 1-TO-1 READING
16 INTERVENTION BASED ON PUPIL NEEDS AS DETERMINED BY ASSESSMENT DATA,
17 INCLUDING EXPLICIT AND SYSTEMATIC INSTRUCTION WITH MORE DETAILED
18 AND VARIED EXPLANATIONS, MORE EXTENSIVE OPPORTUNITIES FOR GUIDED
19 PRACTICE, AND MORE OPPORTUNITIES FOR ERROR CORRECTION AND FEEDBACK.

20 (iv) PROVIDES ADMINISTRATION OF ONGOING PROGRESS MONITORING
21 ASSESSMENTS TO FREQUENTLY MONITOR PUPIL PROGRESS.

22 (v) PROVIDES SUPPLEMENTAL <<EVIDENCE-BASED>> READING INTERVENTION
23 DELIVERED BY A TEACHER, TUTOR, OR VOLUNTEER WITH SPECIALIZED
24 READING TRAINING THAT IS PROVIDED BEFORE SCHOOL, AFTER SCHOOL,
25 DURING SCHOOL HOURS BUT OUTSIDE OF REGULAR ENGLISH LANGUAGE ARTS
26 CLASSROOM TIME, OR ANY COMBINATION OF THESE.

27 (vi) PROVIDES PARENTS, LEGAL GUARDIANS, OR OTHER PROVIDERS OF

1 CARE FOR A PUPIL WITH A "READ AT HOME" PLAN, INCLUDING PARENT,
2 GUARDIAN, OR CARE PROVIDER TRAINING WORKSHOPS AND REGULAR HOME
3 READING.

4 (vii) DOCUMENTS EFFORTS BY THE PUPIL'S SCHOOL TO ENGAGE THE
5 PUPIL'S PARENT OR LEGAL GUARDIAN AND WHETHER OR NOT THOSE EFFORTS
6 WERE SUCCESSFUL.

7 (viii) DOCUMENTS ANY DISSENTING OPINIONS EXPRESSED BY SCHOOL
8 PERSONNEL OR A PARENT OR LEGAL GUARDIAN CONCERNING THE INDIVIDUAL
9 READING IMPROVEMENT PLAN PROVIDED FOR THE PUPIL UNDER SUBSECTION
10 (2) (B) .

11 (C) FOR PUPILS IDENTIFIED AS ENGLISH LANGUAGE LEARNERS BY THE
12 PUPIL'S TEACHER OR BY THE DIAGNOSTIC READING ASSESSMENT SELECTED BY
13 THE SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY UNDER SUBSECTION
14 (2) (A) , INTERVENTION SERVICES THAT INCLUDE AT LEAST ALL OF THE
15 FOLLOWING:

16 (i) ONGOING ASSESSMENTS THAT PROVIDE ACTIONABLE DATA FOR
17 TEACHERS TO USE IN INTERVENTIONS.

18 (ii) INSTRUCTION IN ACADEMIC VOCABULARY.

19 (iii) INSTRUCTION IN THE 5 MAJOR READING COMPONENTS LISTED IN
20 SUBDIVISION (A) (iv) (B) .

21 (iv) COMMON ENGLISH LANGUAGE DEVELOPMENT STRATEGIES SUCH AS,
22 BUT NOT LIMITED TO, MODELING, GUIDED PRACTICE, AND COMPREHENSIVE
23 INPUT.

24 (4) FOR ALL PUPILS EXHIBITING A READING DEFICIENCY AS
25 DETERMINED BY THE PUPIL'S TEACHER THROUGH THE DIAGNOSTIC READING
26 ASSESSMENT SYSTEM SELECTED BY THE SCHOOL DISTRICT OR PUBLIC SCHOOL
27 ACADEMY UNDER SUBSECTION (2) (A) , SCHOOL DISTRICTS AND PUBLIC SCHOOL

1 ACADEMIES ARE ENCOURAGED TO OFFER SUMMER READING CAMPS STAFFED WITH
2 HIGHLY EFFECTIVE TEACHERS OF READING, AS DETERMINED BY THE TEACHER
3 EVALUATION SYSTEM UNDER SECTION 1249, PROVIDING READING
4 INTERVENTION SERVICES AND SUPPORTS TO CORRECT PUPILS' IDENTIFIED
5 AREAS OF READING DEFICIENCY.

6 (5) BEGINNING WITH PUPILS ENROLLED IN GRADE 3 DURING THE 2019-
7 2020 SCHOOL YEAR, ALL OF THE FOLLOWING APPLY:

8 (A) SUBJECT TO SUBSECTION (6), THE SUPERINTENDENT OF THE
9 SCHOOL DISTRICT OR CHIEF ADMINISTRATOR OF THE PUBLIC SCHOOL ACADEMY
10 IN WHICH THE PUPIL IS ENROLLED SHALL ENSURE THAT A PUPIL WHOSE
11 PARENT OR LEGAL GUARDIAN HAS BEEN PROVIDED WITH THE NOTIFICATION
12 UNDER SUBDIVISION (D) IS NOT ENROLLED IN GRADE 4 UNTIL 1 OF THE
13 FOLLOWING OCCURS:

14 (i) THE PUPIL ACHIEVES A READING SCORE THAT IS LESS THAN 1
15 GRADE LEVEL BEHIND AS DETERMINED BY THE DEPARTMENT BASED ON THE
16 GRADE 3 STATE ENGLISH LANGUAGE ARTS ASSESSMENT.

17 (ii) THE PUPIL DEMONSTRATES A GRADE 3 READING LEVEL THROUGH
18 PERFORMANCE ON AN ALTERNATIVE STANDARDIZED READING ASSESSMENT
19 APPROVED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

20 (iii) THE PUPIL DEMONSTRATES A GRADE 3 READING LEVEL THROUGH A
21 PUPIL PORTFOLIO, AS EVIDENCED BY DEMONSTRATING COMPETENCY IN ALL
22 GRADE 3 STATE ENGLISH LANGUAGE ARTS STANDARDS THROUGH MULTIPLE WORK
23 SAMPLES.

24 (B) SUBJECT TO SUBSECTION (6), IF A CHILD YOUNGER THAN 10
25 YEARS OF AGE SEEKS TO ENROLL FOR THE FIRST TIME IN A SCHOOL
26 DISTRICT OR PUBLIC SCHOOL ACADEMY IN GRADE 4, THE SUPERINTENDENT OF
27 THE SCHOOL DISTRICT OR CHIEF ADMINISTRATOR OF THE PUBLIC SCHOOL

1 ACADEMY SHALL NOT ALLOW THE CHILD TO ENROLL IN GRADE 4 UNLESS 1 OF
2 THE FOLLOWING OCCURS:

3 (i) THE CHILD ACHIEVES A GRADE 3 READING SCORE AS DETERMINED
4 BY THE DEPARTMENT BASED ON THE READING PORTION OF THE GRADE 3 STATE
5 ENGLISH LANGUAGE ARTS ASSESSMENT.

6 (ii) THE CHILD DEMONSTRATES A GRADE 3 READING LEVEL THROUGH
7 PERFORMANCE ON AN ALTERNATIVE STANDARDIZED READING ASSESSMENT
8 APPROVED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

9 (iii) THE CHILD DEMONSTRATES A GRADE 3 READING LEVEL THROUGH A
10 PUPIL PORTFOLIO, AS EVIDENCED BY DEMONSTRATING COMPETENCY IN ALL
11 GRADE 3 STATE ENGLISH LANGUAGE ARTS STANDARDS THROUGH MULTIPLE WORK
12 SAMPLES.

13 (C) NOT LATER THAN MAY 23 OF EACH YEAR OR NOT LATER THAN 14
14 DAYS AFTER THE DEPARTMENT FINALIZES THE SCORING FOR THE GRADE 3
15 STATE ASSESSMENTS, WHICHEVER IS EARLIER, THE DEPARTMENT SHALL
16 PROVIDE CEPI WITH THE GRADE 3 STATE ASSESSMENT SCORES FOR EVERY
17 GRADE 3 PUPIL ENROLLED IN A PUBLIC SCHOOL IN THIS STATE WHO WAS
18 ADMINISTERED 1 OR MORE OF THOSE ASSESSMENTS.

19 (D) NOT LATER THAN JUNE 1 OF EACH YEAR OR NOT LATER THAN 14
20 DAYS AFTER CEPI RECEIVES THE GRADE 3 STATE ASSESSMENT RESULTS FROM
21 THE DEPARTMENT UNDER SUBDIVISION (C), WHICHEVER IS EARLIER, USING
22 THOSE STATE ASSESSMENT RESULTS, CEPI SHALL IDENTIFY EACH PUPIL
23 COMPLETING GRADE 3 THAT YEAR WHO IS SUBJECT TO NOT BEING ADVANCED
24 TO GRADE 4 DUE TO THE OPERATION OF SUBDIVISION (A) AND WHO IS NOT
25 ELIGIBLE TO ENROLL IN GRADE 4 UNDER SUBSECTION (6), AND SHALL
26 NOTIFY THE PARENT OR LEGAL GUARDIAN AND THE SCHOOL DISTRICT OR
27 PUBLIC SCHOOL ACADEMY OF EACH OF THESE PUPILS THAT THE PUPIL IS

1 SUBJECT TO BEING RETAINED IN GRADE 3. THE NOTIFICATION TO A PARENT
2 OR LEGAL GUARDIAN SHALL BE BY CERTIFIED MAIL. THE NOTIFICATION
3 SHALL CLEARLY STATE AT LEAST ALL OF THE FOLLOWING:

4 (i) THAT, BASED ON STANDARDIZED TESTING, THIS STATE HAS
5 DETERMINED THAT THE PUPIL MAY BE REQUIRED TO BE RETAINED IN GRADE 3
6 AS PROVIDED UNDER STATE LAW, WITH A REFERENCE TO THIS SECTION.

7 (ii) THAT THE PARENT OR LEGAL GUARDIAN HAS THE RIGHT TO
8 REQUEST A GOOD CAUSE EXEMPTION UNDER THIS SECTION THAT, IF GRANTED,
9 WILL ALLOW THE PUPIL TO ENROLL IN GRADE 4 IN THE NEXT SCHOOL YEAR.

10 (iii) THAT THE PARENT OR LEGAL GUARDIAN MUST REQUEST THE GOOD
11 CAUSE EXEMPTION WITHIN 30 DAYS AFTER THE DATE OF THE NOTIFICATION
12 AND MUST DIRECT THE REQUEST TO THE SCHOOL DISTRICT OR PUBLIC SCHOOL
13 ACADEMY IN WHICH THE PARENT OR LEGAL GUARDIAN INTENDS TO ENROLL THE
14 PUPIL FOR GRADE 4.

15 (iv) THAT THE PARENT OR LEGAL GUARDIAN HAS THE RIGHT TO
16 REQUEST A MEETING WITH SCHOOL OFFICIALS TO DISCUSS THE RETENTION
17 REQUIREMENT UNDER STATE LAW AND THE STANDARDS AND PROCESSES FOR A
18 GOOD CAUSE EXEMPTION FROM THAT REQUIREMENT.

19 (E) IF A PARENT OR LEGAL GUARDIAN RECEIVES A NOTIFICATION FROM
20 CEPI UNDER SUBDIVISION (D), THE PARENT OR LEGAL GUARDIAN MAY
21 REQUEST A MEETING WITH SCHOOL OFFICIALS TO DISCUSS THE RETENTION
22 REQUIREMENT UNDER STATE LAW AND THE STANDARDS AND PROCESSES FOR A
23 GOOD CAUSE EXEMPTION FROM THAT REQUIREMENT. IF A PARENT OR LEGAL
24 GUARDIAN REQUESTS A MEETING DESCRIBED IN THIS SUBDIVISION, THE
25 SCHOOL OFFICIAL TO WHOM THE REQUEST IS MADE SHALL ENSURE THAT AN
26 APPROPRIATE SCHOOL OFFICIAL IS MADE AVAILABLE TO THE PARENT OR
27 LEGAL GUARDIAN FOR SUCH A MEETING.

1 (F) IF A PUPIL IS NOT ENROLLED IN GRADE 4 AT THE BEGINNING OF
2 A SCHOOL YEAR DUE TO THE OPERATION OF THIS SUBSECTION, THEN BEFORE
3 PLACING THE CHILD IN GRADE 4 DURING THE SCHOOL YEAR, AN APPROPRIATE
4 SCHOOL OFFICIAL OF THE PUPIL'S SCHOOL DISTRICT OR PUBLIC SCHOOL
5 ACADEMY SHALL PROVIDE WRITTEN NOTIFICATION TO THE PUPIL'S PARENT OR
6 LEGAL GUARDIAN OF THE PROPOSED PLACEMENT.

7 (6) IF A PUPIL OR CHILD DEMONSTRATES THAT HE OR SHE IS
8 PROFICIENT IN ALL SUBJECT AREAS ASSESSED ON THE GRADE 3 STATE
9 ASSESSMENT OTHER THAN ENGLISH LANGUAGE ARTS, AS EVIDENCED BY HIS OR
10 HER SCORES ON THOSE ASSESSMENTS, THEN SUBSECTION (5) (A) AND (B) DO
11 NOT APPLY AND HE OR SHE MAY BE ENROLLED IN GRADE 4. FOR A PUPIL OR
12 CHILD DESCRIBED IN THIS SUBSECTION, THE SCHOOL DISTRICT OR PUBLIC
13 SCHOOL ACADEMY SHALL PROVIDE INTENSIVE READING INTERVENTION, AS
14 DESCRIBED IN SUBSECTION (7), FOR THE PUPIL OR CHILD UNTIL HE OR SHE
15 NO LONGER HAS A READING DEFICIENCY.

16 (7) FOR A PUPIL WHO IS NOT PROMOTED TO GRADE 4 OR A CHILD WHO
17 IS NOT ENROLLED IN GRADE 4 DUE TO THE OPERATION OF SUBSECTION (5),
18 AND FOR A PUPIL OR CHILD DESCRIBED IN SUBSECTION (6) OR (11), THE
19 SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY SHALL PROVIDE A READING
20 INTERVENTION PROGRAM THAT IS INTENDED TO CORRECT THE PUPIL'S
21 SPECIFIC READING DEFICIENCY, AS IDENTIFIED BY A VALID AND RELIABLE
22 ASSESSMENT. THIS PROGRAM SHALL INCLUDE EFFECTIVE INSTRUCTIONAL
23 STRATEGIES NECESSARY TO ASSIST THE PUPIL IN BECOMING A SUCCESSFUL
24 READER, AND ALL OF THE FOLLOWING FEATURES, AS APPROPRIATE FOR THE
25 NEEDS OF THE INDIVIDUAL PUPIL:

26 (A) ASSIGNING TO A PUPIL 1 OR MORE OF THE FOLLOWING:

27 (i) A HIGHLY EFFECTIVE TEACHER OF READING AS DETERMINED BY THE

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1 TEACHER EVALUATION SYSTEM UNDER SECTION 1249.

2 (ii) THE HIGHEST EVALUATED GRADE 3 TEACHER IN THE SCHOOL AS
3 DETERMINED BY THE TEACHER EVALUATION SYSTEM UNDER SECTION 1249.

4 (iii) A READING SPECIALIST.

5 (B) READING PROGRAMS THAT ARE <<EVIDENCE-BASED>> AND HAVE PROVEN
6 RESULTS IN ACCELERATING PUPIL READING ACHIEVEMENT WITHIN THE SAME
7 SCHOOL YEAR.

8 (C) READING INSTRUCTION AND INTERVENTION FOR THE MAJORITY OF
9 PUPIL CONTACT TIME EACH DAY THAT INCORPORATES OPPORTUNITIES TO
10 MASTER THE GRADE 4 STATE STANDARDS IN OTHER CORE ACADEMIC AREAS, IF
11 APPLICABLE.

12 (D) DAILY TARGETED SMALL GROUP OR 1-TO-1 READING INTERVENTION
13 THAT IS BASED ON PUPIL NEEDS, DETERMINED BY ASSESSMENT DATA, AND ON
14 IDENTIFIED READING DEFICIENCIES AND THAT INCLUDES EXPLICIT AND
15 SYSTEMATIC INSTRUCTION WITH MORE DETAILED AND VARIED EXPLANATIONS,
16 MORE EXTENSIVE OPPORTUNITIES FOR GUIDED PRACTICE, AND MORE
17 OPPORTUNITIES FOR ERROR CORRECTION AND FEEDBACK.

18 (E) ADMINISTRATION OF ONGOING PROGRESS MONITORING ASSESSMENTS
19 TO FREQUENTLY MONITOR PUPIL PROGRESS TOWARD A GROWTH TARGET.

20 (F) SUPPLEMENTAL <<EVIDENCE-BASED>> READING INTERVENTION DELIVERED
21 BY A TEACHER OR TUTOR WITH SPECIALIZED READING TRAINING THAT IS
22 PROVIDED BEFORE SCHOOL, AFTER SCHOOL, DURING REGULAR SCHOOL HOURS
23 BUT OUTSIDE OF REGULAR ENGLISH LANGUAGE ARTS CLASSROOM TIME, OR ANY
24 COMBINATION OF THESE.

25 (G) PROVIDING PARENTS, LEGAL GUARDIANS, OR OTHER PROVIDERS OF
26 CARE FOR THE PUPIL WITH A "READ AT HOME" PLAN, INCLUDING PARENT,
27 GUARDIAN, OR CARE PROVIDER TRAINING WORKSHOPS AND REGULAR HOME

1 READING.

2 (8) IF THE SUPERINTENDENT OF THE PUPIL'S SCHOOL DISTRICT OR
3 CHIEF ADMINISTRATOR OF THE PUPIL'S PUBLIC SCHOOL ACADEMY, OR HIS OR
4 HER DESIGNEE, GRANTS A GOOD CAUSE EXEMPTION FROM THE REQUIREMENTS
5 OF SUBSECTION (5) (A) FOR A PUPIL, THEN A PUPIL MAY BE PROMOTED TO
6 GRADE 4 WITHOUT MEETING THE REQUIREMENTS OF SUBSECTION (5) (A) . A
7 GOOD CAUSE EXEMPTION MAY BE GRANTED ONLY ACCORDING TO THE
8 PROCEDURES UNDER SUBSECTION (10) AND ONLY FOR 1 OF THE FOLLOWING:

9 (A) THE PUPIL IS A STUDENT WITH AN INDIVIDUALIZED EDUCATION
10 PROGRAM OR WITH A SECTION 504 PLAN AND THE PUPIL'S INDIVIDUALIZED
11 EDUCATION PROGRAM TEAM OR SECTION 504 COORDINATOR, AS APPLICABLE,
12 MAKES THE DECISION TO EXEMPT THE PUPIL FROM THE REQUIREMENTS OF
13 SUBSECTION (5) (A) BASED UPON THE TEAM'S OR COORDINATOR'S KNOWLEDGE
14 OF THE PUPIL.

15 (B) THE PUPIL IS A LIMITED ENGLISH PROFICIENT STUDENT WHO HAS
16 HAD LESS THAN 3 YEARS OF INSTRUCTION IN AN ENGLISH LANGUAGE LEARNER
17 PROGRAM.

18 (C) THE PUPIL HAS RECEIVED INTENSIVE READING INTERVENTION FOR
19 2 OR MORE YEARS BUT STILL DEMONSTRATES A READING DEFICIENCY AND WAS
20 PREVIOUSLY RETAINED IN KINDERGARTEN, GRADE 1, GRADE 2, OR GRADE 3.

21 (D) THE PUPIL HAS BEEN CONTINUOUSLY ENROLLED IN HIS OR HER
22 CURRENT SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY FOR LESS THAN 2
23 YEARS AND THERE IS EVIDENCE THAT THE PUPIL WAS NOT PROVIDED WITH AN
24 APPROPRIATE INDIVIDUAL READING IMPROVEMENT PLAN UNDER SUBSECTION
25 (2) (B) BY THE SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY IN WHICH THE
26 PUPIL WAS PREVIOUSLY ENROLLED.

27 (E) THE PUPIL'S PRINCIPAL AND READING TEACHER AGREE THAT

1 EVALUATIONS OF THE PUPIL'S SKILL IN READING, OTHER THAN THOSE
2 EVALUATIONS LISTED IN SUBSECTION (5) (A), DEMONSTRATE THAT THE PUPIL
3 IS ACADEMICALLY PREPARED TO BE ENROLLED IN GRADE 4.

4 (F) THE PUPIL'S PARENT OR LEGAL GUARDIAN HAS REQUESTED A GOOD
5 CAUSE EXEMPTION UNDER SUBSECTION (10) (D) AND THE SUPERINTENDENT OR
6 CHIEF ADMINISTRATOR, OR HIS OR HER DESIGNEE, DETERMINES THAT THE
7 GOOD CAUSE EXEMPTION IS IN THE BEST INTERESTS OF THE PUPIL.

8 (9) SUBJECT TO SUBSECTION (14), IF A PUPIL IS PROMOTED TO
9 GRADE 4 DUE TO A GOOD CAUSE EXEMPTION GRANTED UNDER SUBSECTION (8),
10 THE PUPIL REMAINS ELIGIBLE FOR READING INTERVENTION SERVICES
11 DESIGNED TO ENABLE THE PUPIL TO ACHIEVE PROFICIENCY IN READING. THE
12 SERVICES FOR A PUPIL DESCRIBED IN THIS SUBSECTION SHALL BE SIMILAR
13 TO THOSE PROVIDED TO PUPILS IN GRADE 3 UNDER THIS SECTION.

14 (10) THE SUPERINTENDENT OF A SCHOOL DISTRICT OR CHIEF
15 ADMINISTRATOR OF A PUBLIC SCHOOL ACADEMY, OR HIS OR HER DESIGNEE,
16 SHALL GRANT A GOOD CAUSE EXEMPTION UNDER SUBSECTION (8) ONLY
17 THROUGH THE FOLLOWING PROCEDURE:

18 (A) AT THE REQUEST OF THE PUPIL'S PARENT OR LEGAL GUARDIAN OR
19 UPON THE TEACHER'S OWN INITIATIVE, THE PUPIL'S GRADE 3 TEACHER
20 SUBMITS TO THE SUPERINTENDENT OR CHIEF ADMINISTRATOR, OR HIS OR HER
21 DESIGNEE, A RECOMMENDATION FOR A GOOD CAUSE EXEMPTION ALONG WITH
22 DOCUMENTATION THAT INDICATES THAT A GOOD CAUSE EXEMPTION UNDER
23 SUBSECTION (8) APPLIES TO THE PUPIL.

24 (B) FOR A PUPIL ENROLLED IN A SCHOOL OPERATED BY A SCHOOL
25 DISTRICT, THE SUPERINTENDENT OR HIS OR HER DESIGNEE SHALL REVIEW
26 AND DISCUSS THE RECOMMENDATION WITH THE PUPIL'S GRADE 3 TEACHER
27 AND, IF THE PUPIL HAS AN INDIVIDUALIZED EDUCATION PROGRAM, WITH THE

1 PUPIL'S INDIVIDUALIZED EDUCATION PROGRAM TEAM. AFTER THIS
2 DISCUSSION, THE SUPERINTENDENT OR HIS OR HER DESIGNEE SHALL MAKE A
3 DETERMINATION IN WRITING OF WHETHER OR NOT TO GRANT THE GOOD CAUSE
4 EXEMPTION FOR THE PUPIL. THE DECISION BY THE SUPERINTENDENT OR HIS
5 OR HER DESIGNEE IS FINAL.

6 (C) FOR A PUPIL ENROLLED IN A PUBLIC SCHOOL ACADEMY, THE CHIEF
7 ADMINISTRATOR OF THE PUBLIC SCHOOL ACADEMY, OR HIS OR HER DESIGNEE,
8 SHALL REVIEW AND DISCUSS THE RECOMMENDATION WITH THE PUPIL'S GRADE
9 3 TEACHER AND, IF THE PUPIL HAS AN INDIVIDUALIZED EDUCATION
10 PROGRAM, WITH THE PUPIL'S INDIVIDUALIZED EDUCATION PROGRAM TEAM.
11 AFTER THIS DISCUSSION, THE CHIEF ADMINISTRATOR OR HIS OR HER
12 DESIGNEE SHALL MAKE A DETERMINATION IN WRITING OF WHETHER OR NOT TO
13 GRANT THE GOOD CAUSE EXEMPTION FOR THE PUPIL. THE DECISION BY THE
14 CHIEF ADMINISTRATOR OR HIS OR HER DESIGNEE IS FINAL.

15 (D) FOR A PUPIL FOR WHOM A REQUEST HAS BEEN RECEIVED FROM THE
16 PUPIL'S PARENT OR LEGAL GUARDIAN, AS DESCRIBED IN SUBSECTION
17 (8)(F), IF THE REQUEST IS RECEIVED WITHIN 30 DAYS AFTER THE
18 NOTIFICATION BY CEPI UNDER SUBSECTION (5)(D), THE SUPERINTENDENT OF
19 THE SCHOOL DISTRICT OR CHIEF ADMINISTRATOR OF THE PUBLIC SCHOOL
20 ACADEMY, AS APPLICABLE, OR HIS OR HER DESIGNEE, SHALL REVIEW THE
21 REQUEST AND ANY SUPPORTING INFORMATION AND SHALL CONSIDER WHETHER
22 OR NOT THE GOOD CAUSE EXEMPTION IS IN THE BEST INTERESTS OF THE
23 PUPIL. AFTER THIS CONSIDERATION, HE OR SHE SHALL MAKE A
24 DETERMINATION IN WRITING OF WHETHER OR NOT TO GRANT THE GOOD CAUSE
25 EXEMPTION. THIS DETERMINATION SHALL BE MADE AND COMMUNICATED TO THE
26 PARENT OR LEGAL GUARDIAN AT LEAST 30 DAYS BEFORE THE FIRST DAY OF
27 SCHOOL FOR THE SCHOOL YEAR. THE DECISION OF THE SUPERINTENDENT OR

1 CHIEF ADMINISTRATOR, OR HIS OR HER DESIGNEE, IS FINAL.

2 (E) THE SUPERINTENDENT OF THE PUPIL'S SCHOOL DISTRICT OR CHIEF
3 ADMINISTRATOR OF THE PUPIL'S PUBLIC SCHOOL ACADEMY, OR HIS OR HER
4 DESIGNEE, SHALL NOTIFY THE PUPIL'S PARENT OR LEGAL GUARDIAN OF THE
5 DETERMINATION AND DECISION UNDER SUBDIVISION (B), (C), OR (D), AS
6 APPLICABLE.

7 (11) FOR A PUPIL WHO HAS BEEN GRANTED A GOOD CAUSE EXEMPTION
8 UNDER SUBSECTION (8), THE SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY
9 SHALL PROVIDE INTENSIVE READING INTERVENTION, AS DESCRIBED UNDER
10 SUBSECTION (7), FOR THE PUPIL UNTIL HE OR SHE NO LONGER HAS A
11 READING DEFICIENCY.

12 (12) A SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY SHALL NOT
13 REQUIRE A PUPIL TO REPEAT GRADE 3 MORE THAN ONCE DUE TO THE
14 OPERATION OF THIS SECTION.

15 (13) BEGINNING JUNE 4, 2019, IF A SCHOOL DISTRICT OR PUBLIC
16 SCHOOL ACADEMY CANNOT FURNISH THE NUMBER OF TEACHERS NEEDED TO
17 SATISFY 1 OR MORE OF THE CRITERIA SET FORTH IN THIS SECTION FOR A
18 SCHOOL YEAR, THEN BY THE AUGUST 15 BEFORE THE BEGINNING OF THAT
19 SCHOOL YEAR THE SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY SHALL
20 DEVELOP A STAFFING PLAN FOR PROVIDING SERVICES UNDER THIS SECTION.
21 THE SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY SHALL POST THE
22 STAFFING PLAN ON ITS WEBSITE FOR THE APPLICABLE SCHOOL YEAR. THE
23 STAFFING PLAN SHALL INCLUDE AT LEAST ALL OF THE FOLLOWING:

24 (A) A DESCRIPTION OF THE CRITERIA THAT WILL BE USED TO ASSIGN
25 A PUPIL WHO HAS BEEN IDENTIFIED AS NOT PROFICIENT IN ENGLISH
26 LANGUAGE ARTS TO A TEACHER.

27 (B) THE CREDENTIALS OR TRAINING HELD BY TEACHERS CURRENTLY

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1 TEACHING AT THE SCHOOL.

2 (C) HOW THE SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY WILL MEET
3 THE REQUIREMENTS UNDER THIS SECTION.

4 (14) THIS SECTION DOES NOT REQUIRE OR STATE AN INTENTION TO
5 REQUIRE A SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY TO SUPPLANT
6 STATE FUNDS WITH FEDERAL FUNDS FOR IMPLEMENTING OR SUPPORTING THE
7 ACTIVITIES UNDER THIS SECTION AND DOES NOT PROHIBIT A SCHOOL
8 DISTRICT OR PUBLIC SCHOOL ACADEMY FROM CONTINUING TO USE FEDERAL
9 FUNDS FOR ANY OF THE PURPOSES OR ACTIVITIES DESCRIBED IN THIS
10 SECTION.

11 (15) BEGINNING IN 2020, NOT LATER THAN SEPTEMBER 1 OF EACH
12 YEAR, A SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY SHALL SUBMIT A
13 RETENTION REPORT TO THE CENTER FOR EDUCATIONAL PERFORMANCE AND
14 INFORMATION IN THE FORM AND MANNER PRESCRIBED BY THE CENTER. THE
15 RETENTION REPORT SHALL CONTAIN AT LEAST ALL OF THE FOLLOWING
16 INFORMATION FOR THE MOST RECENT SCHOOL YEAR:

17 (A) THE NUMBER OF PUPILS RETAINED IN GRADE 3 DUE TO THE
18 OPERATION OF THIS SECTION.

19 (B) THE NUMBER OF PUPILS PROMOTED TO GRADE 4 DUE TO A GOOD
20 CAUSE EXEMPTION UNDER SUBSECTION (8), DISAGGREGATED BY EACH OF THE
21 SPECIFIC EXEMPTIONS LISTED IN THAT SUBSECTION.

22 (16) AS USED IN THIS SECTION:

23 <<(A) "EVIDENCE-BASED" MEANS BASED IN RESEARCH AND WITH PROVEN
EFFICACY.

24 (B)>> "INDIVIDUALIZED EDUCATION PROGRAM" MEANS THAT TERM AS
DESCRIBED IN R 340.1721E OF THE MICHIGAN ADMINISTRATIVE CODE.

25 <<(C)>> "KINDERGARTEN" INCLUDES A CLASSROOM FOR YOUNG 5-YEAR-OLDS,
26 COMMONLY REFERRED TO AS "YOUNG 5S" OR "DEVELOPMENTAL KINDERGARTEN".

27 <<(D)>> "READING DEFICIENCY" MEANS SCORING BELOW GRADE LEVEL OR

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1 BEING DETERMINED TO BE AT RISK OF READING FAILURE BASED ON A
2 SCREENING ASSESSMENT, DIAGNOSTIC ASSESSMENT, STANDARDIZED SUMMATIVE
3 ASSESSMENT, OR PROGRESS MONITORING.

4 <<(E)>> "READING LEADERSHIP TEAM" MEANS A COLLABORATIVE SYSTEM LED
5 BY A SCHOOL BUILDING'S PRINCIPAL OR PROGRAM DIRECTOR AND CONSISTING
6 OF A CROSS-SECTION OF FACULTY WHO ARE INTERESTED IN WORKING TO
7 IMPROVE LITERACY INSTRUCTION ACROSS THE CURRICULUM.

8 <<(F)>> "SECTION 504 PLAN" MEANS A PLAN UNDER SECTION 504 OF TITLE
9 V OF THE REHABILITATION ACT OF 1973, 29 USC 794.

10 Enacting section 1. This amendatory act takes effect 90 days
11 after the date it is enacted into law.