

SENATE BILL NO. 567

October 05, 2023, Introduced by Senators IRWIN, POLEHANKI, CHANG, RUNESTAD, BELLINO, BAYER, SINGH, GEISS, CAVANAGH, DAMOOSE, SHINK, SANTANA, HERTEL, MCCANN, MCMORROW, KLINEFELT, MOSS, CAMILLERI, WOJNO, CHERRY, JOHNSON and ANTHONY and referred to the Committee on Education.

A bill to amend 1976 PA 451, entitled
"The revised school code,"
by amending section 1280f (MCL 380.1280f), as amended by 2023 PA 7.

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~~ **Subject to subsection (4), approve** 3 or more valid

1 and reliable screening, formative, and diagnostic reading
 2 assessment systems for selection and use by school districts and
 3 public school academies in accordance with the following:

4 (i) Each approved assessment system must provide a screening
 5 assessment, monitoring capabilities for monitoring progress toward
 6 a growth target, and a diagnostic assessment.

7 (ii) In determining which assessment systems to approve for use
 8 by school districts and public school academies, the department
 9 shall also consider at least the following factors:

10 (A) The time required to conduct the assessments, with the
 11 intention of minimizing the impact on instructional time.

12 (B) The level of integration of assessment results with
 13 instructional support for teachers and pupils.

14 (C) The timeliness in reporting assessment results to
 15 teachers, administrators, and parents.

16 (D) **Whether an assessment system includes or the degree to**
 17 **which an assessment system can be integrated with a reliable and**
 18 **valid universal screening assessment for the purpose of identifying**
 19 **pupils with characteristics of dyslexia or difficulties in learning**
 20 **to decode accurately and efficiently.**

21 (b) Recommend or develop an early literacy coach model with
 22 the following features:

23 (i) An early literacy coach shall support and provide initial
 24 and ongoing professional development to teachers in all of the
 25 following:

26 (A) ~~Each of the 5 major reading components~~ **Providing**
 27 **instruction meeting the criteria** listed in subsection ~~(3)(a)(iv)(B)~~
 28 **(9)(a)(iv)** as needed, based on an analysis of pupil performance
 29 data.

1 (B) Administering, ~~and analyzing instructional scoring, and~~
2 **interpreting** assessments **under this section with fidelity.**

3 (C) Providing differentiated instruction and intensive
4 intervention, **including, but not limited to, methods to intensify**
5 **instructional interventions for decoding and word recognition.**

6 (D) Using progress monitoring.

7 (E) Identifying and addressing reading deficiency.

8 **(F) The use of evidence-based instructional methods and the**
9 **features of evidence-based interventions for pupils displaying the**
10 **characteristics of dyslexia.**

11 **(G) The professional learning requirements under subsection**
12 **(6), as appropriate.**

13 **(H) The appropriate use of statewide professional learning**
14 **tools, including, but not limited to, Language Essentials for**
15 **Teachers of Reading and Spelling (LETRS) and Literacy Essentials.**

16 (ii) An early literacy coach shall also do all of the
17 following:

18 (A) Model effective instructional strategies for teachers.

19 (B) Facilitate study groups.

20 **(C) Advise in developing schoolwide and classroom**
21 **infrastructure to meet the collective and individual needs of**
22 **pupils using a multi-tiered system of support (MTSS) framework.**

23 ~~(D) (C)—~~Train teachers in data analysis and using data to
24 differentiate instruction.

25 ~~(E) (D)—~~Coach and mentor colleagues.

26 ~~(F) (E)—~~Work with teachers to ensure that evidence-based
27 reading programs such as comprehensive core reading programs,
28 supplemental reading programs, and comprehensive intervention
29 reading programs are implemented with fidelity.

1 (G) ~~(F)~~—Train teachers to diagnose and address reading
2 deficiency.

3 (H) ~~(G)~~—Work with teachers in applying evidence-based reading
4 strategies in other content areas, including, but not limited to,
5 prioritizing time spent on those teachers, activities, and roles
6 that will have the greatest impact on pupil achievement and
7 prioritizing coaching and mentoring in classrooms.

8 (I) ~~(H)~~—Help to increase instructional density to meet the
9 needs of all pupils.

10 (J) ~~(I)~~—Help lead and support reading leadership teams at the
11 school.

12 (K) ~~(J)~~—Continue to increase ~~his or her~~ **the early literacy**
13 **coach's** knowledge base in best practices in reading instruction and
14 intervention.

15 (L) ~~(K)~~—For each teacher who teaches in a classroom for grades
16 K to 3, model for the teacher, and coach the teacher in,
17 instruction with pupils in whole and small groups.

18 (iii) In the context of performing the functions described in
19 subparagraph (ii), an early literacy coach must not be asked to
20 perform administrative functions that will confuse ~~his or her~~ **the**
21 **early literacy coach's** role for ~~teachers~~ **a teacher's role**.

22 (iv) An early literacy coach must meet all of the following:

23 (A) Have experience as a successful classroom teacher.

24 (B) Have sufficient knowledge of scientifically based reading
25 research, special expertise in quality reading instruction and
26 infusing reading strategies into content area instruction, and data
27 management skills.

28 (C) Have a strong knowledge base in working with adults.

29 (D) Have a minimum of a bachelor's degree and advanced

1 coursework in reading or have completed professional development in
2 evidence-based literacy instructional strategies.

3 **(E) By the beginning of the 2027-2028 school year, meet the**
4 **professional learning requirements under subsection (6).**

5 (v) An early literacy coach must not be assigned a regular
6 classroom teaching assignment, but ~~must be~~ **is** expected to work
7 frequently with pupils in whole and small group instruction or
8 tutoring in the context of modeling and coaching in or outside of
9 teachers' classrooms.

10 **(2) Beginning not later than September 1, 2024, the department**
11 **shall develop dyslexia expertise to provide technical assistance to**
12 **school districts, intermediate school districts, and public school**
13 **academies regarding dyslexia and underlying factors that place**
14 **pupils at risk for difficulties in learning to decode accurately**
15 **and efficiently. In consultation with the advisory committee**
16 **described in section 1280h, the department shall offer expertise**
17 **under this subsection by providing guidance on at least all of the**
18 **following:**

19 (a) The appropriate selection and use at each grade level of
20 reliable and valid universal screening assessments for the
21 identification of pupils who exhibit characteristics of dyslexia
22 and pupils who display difficulties in learning to decode
23 accurately and efficiently, and ways to integrate or combine these
24 reliable and valid screening assessments with other required
25 assessments, including those described in subsection (1), to
26 minimize the impact on instructional time.

27 (b) Structured language and literacy.

28 (c) Evidence-based instructional methods and the features of
29 evidence-based interventions for pupils exhibiting the

1 characteristics of dyslexia or pupils who have difficulties in
2 learning to decode accurately and efficiently that include
3 instructional methods and curriculum resources that use a code
4 emphasis approach to address the decoding and word-recognition
5 components of reading and that are supported by the science of
6 reading. The instructional methods and curriculum resources
7 described in this subdivision must not include instructional
8 methods that minimize the importance of primarily using letter-
9 sound information to decode or recognize unknown words, including,
10 but not limited to, any of the uses of letter-sound information
11 described in subsection (23) (c) (iii) (A) to (E).

12 (d) Professional learning about dyslexia to school districts,
13 intermediate school districts, and public school academies.

14 (3) To support the implementation of the requirements under
15 this section, the department, in consultation with the advisory
16 committee described in section 1280h and based on current research,
17 shall regularly review and update the Michigan Dyslexia Handbook or
18 a similar publicly available dyslexia resource guide that includes
19 information regarding the education of pupils with dyslexia or
20 characteristics of dyslexia, to be used by school districts,
21 intermediate school districts, and public school academies. Reviews
22 and updates under this subsection must be conducted at an interval
23 not to exceed 5 years.

24 (4) Between January 1, 2025 and April 1, 2025, the department
25 shall update its list of approved valid and reliable screening,
26 formative, and diagnostic reading assessment systems for selection
27 and use by school districts and public school academies under
28 subsection (1) and, in addition to meeting applicable requirements
29 under subsection (1), identify, within each approved assessment

1 system for selection and use by school districts and public school
2 academies under subsection (1), a list of the elements of a
3 reliable and valid universal screening assessment for the purpose
4 of identifying pupils with characteristics of dyslexia or
5 difficulties in learning to decode accurately and efficiently that
6 are or are not included in the approved assessment system.

7 (5) By not later than August 1, 2025, each school district,
8 intermediate school district, and public school academy shall
9 update its selection of a valid and reliable screening, formative,
10 and diagnostic reading assessment system under subsection (8) to
11 ensure that the selected system includes a reliable and valid
12 universal screening assessment in accordance with subsection (4)
13 and the guidance provided by the department under subsection (2),
14 if it does not do so already. In complying with this subsection, a
15 school district, intermediate school district, or public school
16 academy shall minimize the impact on instructional time by
17 selecting approved assessment systems that include elements
18 fulfilling multiple assessment requirements as described in
19 subsection (19), or by adding approved assessment modules or
20 combining compatible approved assessments that, when utilized
21 together, include all of the elements of a reliable and valid
22 universal screening assessment.

23 (6) By not later than the beginning of the 2027-2028 school
24 year, each school district, intermediate school district, and
25 public school academy shall ensure that all literacy consultants,
26 literacy coaches, and other personnel providing reading
27 intervention or reading instruction to pre-K to grade 12 pupils in
28 the school district, intermediate school district, or public school
29 academy received professional learning regarding all of the

1 following, as applicable:

2 (a) The characteristics of dyslexia and underlying factors
3 that place pupils at risk for difficulties in learning to decode
4 accurately and efficiently.

5 (b) Secondary consequences of dyslexia, such as problems in
6 reading comprehension and a reduced reading experience that can
7 impede the growth of vocabulary and background knowledge and lead
8 to social, emotional, and behavioral difficulties.

9 (c) Instructional adjustments for pupils with dyslexia and
10 instructional adjustments to address the underlying factors that
11 place pupils at risk for difficulties in learning to decode
12 accurately and efficiently.

13 (d) Methods to develop schoolwide and classroom infrastructure
14 to meet the collective and individual needs of pupils using a
15 multi-tiered system of support (MTSS) framework.

16 (e) Evidence-based instructional methods and features of
17 evidence-based interventions that are grounded in the science of
18 reading and principles of structured language and literacy that are
19 designed for pupils with characteristics of dyslexia and pupils at
20 risk for difficulties in learning to decode accurately and
21 efficiently.

22 (f) Evidence-based instructional methods and features of
23 evidence-based interventions that are grounded in the science of
24 reading and principles of structured language and literacy that are
25 designed to effectively meet the needs of most pupils.

26 (7) The completion of a program of study approved under
27 section 1531e or a program of study described in section 1531(5)
28 fulfills the requirements of subsection (6).

29 (8) ~~(2)~~ Subject to subsection ~~(10)~~, (29), the board of a

1 school district or board of directors of a public school academy
2 shall do all of the following to ensure that more pupils will
3 achieve a score of at least proficient in English language arts on
4 the grade 3 state assessment:

5 (a) Select 1 valid and reliable screening, formative, and
6 diagnostic reading assessment system from the assessment systems
7 approved by the department under subsection (1)(a). A school
8 district or public school academy shall use this assessment system
9 for pupils in grades K to 3 to screen and diagnose difficulties,
10 inform instruction and intervention needs, and assess progress
11 toward a growth target. A school district or public school academy
12 periodically shall assess a pupil's progress in reading skills at
13 least 3 times per school year in grades K to 3. The first of these
14 assessments for a school year must be conducted within the first 30
15 school days of the school year. **Beginning in the 2025-2026 school**
16 **year, screening of pupils in grades K to 3 under this subdivision**
17 **must meet the requirements in subsections (16), (17), (18), (20),**
18 **and (22).**

19 (b) **Report to CEPI [the approved assessment system that has**
20 **been selected under subdivision (a) and the threshold scores that**
21 **have been set to identify pupils as exhibiting reading proficiency**
22 **or reading deficiency using that assessment system.**

23 (c) ~~(b)~~—For any pupil in grades K to 3 who exhibits a reading
24 deficiency at any time, based upon the reading assessment system
25 selected and used under subdivision (a), provide an individual
26 reading improvement plan for the pupil within 30 days after the
27 identification of the reading deficiency. The individual reading
28 improvement plan must be created by the pupil's teacher, school
29 principal, and parent or legal guardian and other pertinent school

1 personnel, and must describe the reading intervention services the
 2 pupil will receive to remedy the reading deficiency. A school
 3 district or public school academy shall provide intensive reading
 4 intervention for the pupil in accordance with the individual
 5 reading improvement plan until the pupil no longer has a reading
 6 deficiency.

7 **(d)** ~~(e)~~—If a pupil in grades K to 3 is identified as having an
 8 early literacy delay or reading deficiency, provide written notice
 9 **that meets the requirements in subsection (26)** to the pupil's
 10 parent or legal guardian of the delay or reading deficiency in
 11 writing and provide tools to assist the parent or legal guardian to
 12 engage in intervention and to address or correct any reading
 13 deficiency at home.

14 **(e)** ~~(d)~~—Require a school principal or chief administrator to
 15 do all of the following:

16 (i) For a teacher in grades K to 3, target specific areas of
 17 professional development based on the reading development needs
 18 data for incoming pupils.

19 (ii) Differentiate and intensify professional development for
 20 teachers based on data gathered by monitoring teacher progress in
 21 improving pupil proficiency rates among their pupils.

22 (iii) Establish a collaborative system within the school to
 23 improve reading proficiency rates in grades K to 3.

24 (iv) Ensure that time is provided for teachers to meet for
 25 professional development.

26 **(f)** ~~(e)~~—Utilize, at least, early literacy coaches provided
 27 through the intermediate school district in which the school
 28 district or public school academy is located, as provided for under
 29 section 35a(4) of the state school aid act of 1979, MCL 388.1635a.

1 However, a public school academy may use an early literacy coach
 2 provided by the public school academy, at the expense of the public
 3 school academy, rather than using an early literacy coach provided
 4 through an intermediate school district if the early literacy coach
 5 and the usage of the early literacy coach otherwise meet the
 6 requirements of this section.

7 (9) ~~(3)~~—Subject to subsection ~~(10)~~, **(29)**, a school district or
 8 public school academy shall provide reading intervention programs
 9 for pupils in grades K to 3 **and for pupils in any grade required to**
 10 **have a reading intervention plan under subsection (23)**, including
 11 at least all of the following, **as applicable**:

12 (a) For pupils who exhibit a reading deficiency, a reading
 13 intervention program intended to ensure that pupils are proficient
 14 readers by the end of grade 3 and that includes some or all of the
 15 following features:

16 (i) Is provided to each pupil in grades K to 3 who is
 17 identified with a reading deficiency based on screening and
 18 diagnostic tools, and identifies and addresses the pupil's reading
 19 deficiency.

20 (ii) Periodically screens and monitors the progress of each
 21 pupil's reading skills ~~—~~at least 3 times per year.

22 (iii) Provides evidence-based core reading instruction that is
 23 comprehensive and meets the majority of the general education
 24 classroom needs.

25 (iv) Provides reading intervention that meets, at a minimum,
 26 the following specifications:

27 (A) Assists pupils exhibiting a reading deficiency in
 28 developing the ability to read at grade level.

29 (B) Provides intensive development in the 5 major reading

1 components: phonemic awareness, phonics, fluency, vocabulary, and
2 comprehension.

3 **(C) Provides extensive explicit instruction in decoding, word**
4 **recognition, and language comprehension skills and processes for**
5 **skillful reading.**

6 **(D)** ~~(C)~~—Is systematic, explicit, multisensory, and sequential.

7 **(E)** ~~(D)~~—Is implemented during regular school hours in addition
8 to regular classroom reading instruction.

9 (v) Provides parents, legal guardians, or other providers of
10 care for the pupil with a read-at-home plan, including parent,
11 guardian, or care provider training workshops and regular home
12 reading.

13 (vi) Documents efforts by the pupil's school to engage the
14 pupil's parent or legal guardian and whether or not those efforts
15 were successful.

16 (vii) Documents any dissenting opinions expressed by school
17 personnel or a parent or legal guardian concerning the individual
18 reading improvement plan provided for the pupil under subsection
19 ~~(2)(b)~~. **(8)(c)**.

20 (b) For grade 3 pupils exhibiting a reading deficiency as
21 determined by the pupil's teacher through the diagnostic reading
22 assessment system selected by the school district or public school
23 academy under subsection ~~(2)(a)~~, **(8)(a) and for pupils in grades K**
24 **to 12 who are receiving tier 3 support as described in subsection**
25 **(23)(g)**, a reading intervention program intended to correct the
26 identified area or areas of reading deficiency and that includes
27 all of the following features as needed by the individual pupil:

28 (i) Is evidence-based and has proven results in accelerating
29 pupil reading achievement within the same school year.

1 (ii) Provides more dedicated time than the pupil's previous
2 school year in evidence-based reading instruction and intervention.

3 (iii) Provides daily targeted small group or 1-to-1 reading
4 intervention based on pupil needs as determined by assessment data,
5 including explicit and systematic instruction with more detailed
6 and varied explanations, more extensive opportunities for guided
7 practice, and more opportunities for error correction and feedback.

8 (iv) Provides administration of ongoing progress monitoring
9 assessments to frequently monitor pupil progress.

10 (v) Provides a written description of the pupil's individual
11 reading intervention program, including at least all of the
12 following:

13 (A) Monthly and annual learning goals that describe how and
14 when the pupil is expected to progress from the pupil's current
15 reading proficiency level to grade level proficiency.

16 (B) The type, content, frequency, and duration of evidence-
17 based interventions, curriculum resources, and assessments that
18 will be utilized, and the extent to which these conform to best
19 practices identified by the department for addressing the pupil's
20 specific identified reading difficulties.

21 (C) A summary of why the intervention resources and evidence-
22 based practices selected for the pupil's individual reading
23 intervention program are best suited to address the pupil's
24 particular needs and, if applicable, how the pupil's tier 3 multi-
25 tiered system of support (MTSS) plan integrates with and
26 facilitates the pupil's individual reading intervention program.

27 (D) A description of the assessment data that will be used to
28 monitor the pupil's progress under subparagraph (iv) and adaptations
29 to the intervention instruction that will be provided based on

1 **feedback from the assessments.**

2 **(E) Information about adjustments that may be made to**
3 **intensify the intervention instruction as needed.**

4 **(vi) Is administered with fidelity.**

5 **(vii)** ~~(v)~~ Provides supplemental evidence-based reading
6 intervention delivered by a teacher, tutor, or volunteer with
7 specialized reading training that is provided before school, after
8 school, during school hours but outside of regular English language
9 arts classroom time, or any combination of these.

10 **(viii)** ~~(vi)~~ Provides parents, legal guardians, or other providers
11 of care for a pupil with a read-at-home plan, including parent,
12 guardian, or care provider training workshops and regular home
13 reading.

14 **(ix)** ~~(vii)~~ Documents efforts by the pupil's school to engage the
15 pupil's parent or legal guardian and whether or not those efforts
16 were successful.

17 **(x)** ~~(viii)~~ Documents any dissenting opinions expressed by school
18 personnel or a parent or legal guardian concerning the individual
19 reading improvement plan provided for the pupil under subsection
20 ~~(2)(b)~~. **(8)(c)**.

21 (c) Subject to subsection ~~(11)~~, **(30)**, for pupils identified as
22 English language learners by the pupil's teacher or by the
23 diagnostic reading assessment selected by the school district or
24 public school academy under subsection ~~(2)(a)~~, **(8)(a)**, intervention
25 services that include at least all of the following:

26 (i) Ongoing assessments that provide actionable data for
27 teachers to use in interventions.

28 (ii) Instruction in academic vocabulary.

29 (iii) Instruction ~~in the 5 major reading components~~ **meeting the**

1 **criteria** listed in subdivision ~~(a) (iv) (B)~~. **(a) (iv)** .

2 (iv) Common English language development strategies such as
3 modeling, guided practice, and comprehensive input.

4 **(10)** ~~(4)~~—For all 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)~~, **(8) (a)** , school districts and
8 public school academies are encouraged to offer summer reading
9 camps staffed with highly effective teachers of reading, as
10 determined by the teacher evaluation system under section 1249,
11 providing reading intervention services and supports to correct
12 pupils' identified areas of reading deficiency.

13 **(11)** ~~(5)~~—After the department finalizes the scoring for the
14 grade 3 state assessments , ~~whichever is earlier,~~ the department
15 shall provide CEPI with the grade 3 state assessment scores for
16 every grade 3 pupil enrolled in a public school in this state who
17 was administered 1 or more of those assessments.

18 **(12)** ~~(6)~~—After CEPI receives the grade 3 state assessment
19 results from the department under subsection ~~(5)~~, **(11)** , using those
20 state assessment results, CEPI shall identify each pupil completing
21 grade 3 that year who has a reading deficiency and shall notify the
22 parent or legal guardian and the school district or public school
23 academy of each of these pupils that the pupil has a reading
24 deficiency; shall include an explanation in the notification
25 concerning what constitutes a reading deficiency; and shall
26 include, in the notification, information concerning interventions
27 that are available to the pupil to address the pupil's reading
28 deficiency. A school district or public school academy may also
29 make its own notification to a parent or **legal** guardian in addition

1 to the notification by CEPI.

2 **(13)** ~~(7)~~—Except as otherwise provided in this section, for a
3 grade 3 pupil who has a reading deficiency based on the grade 3
4 state English language arts assessment, the school district or
5 public school academy shall provide, only through grade 4, a
6 reading intervention program that is intended to correct the
7 pupil's specific reading deficiency, as identified by a valid and
8 reliable assessment. This program must include effective
9 instructional strategies necessary to assist the pupil in becoming
10 a successful reader, and all of the following features, as
11 appropriate for the needs of the individual pupil:

12 (a) Assigning to a pupil 1 or more of the following:

13 (i) A highly effective teacher of reading as determined by the
14 teacher evaluation system under section 1249.

15 (ii) The highest evaluated grade 3 teacher in the school as
16 determined by the teacher evaluation system under section 1249.

17 (iii) A reading specialist.

18 (b) Reading programs that are evidence-based and have proven
19 results in accelerating pupil reading achievement within the same
20 school year.

21 (c) Reading instruction and intervention for the majority of
22 pupil contact time each day that incorporates opportunities to
23 master the grade 4 state standards in other core academic areas, if
24 applicable.

25 (d) Daily targeted small group or 1-to-1 reading intervention
26 that is based on pupil needs, determined by assessment data, and on
27 identified reading deficiencies and that includes explicit and
28 systematic instruction with more detailed and varied explanations,
29 more extensive opportunities for guided practice, and more

1 opportunities for error correction and feedback.

2 (e) Administration of ongoing progress monitoring assessments
3 to frequently monitor pupil progress toward a growth target.

4 (f) Supplemental evidence-based reading intervention delivered
5 by a teacher or tutor with specialized reading training that is
6 provided before school, after school, during regular school hours
7 but outside of regular English language arts classroom time, or any
8 combination of these.

9 (g) Providing parents, legal guardians, or other providers of
10 care for the pupil with a read-at-home plan, including parent,
11 guardian, or care provider training workshops and regular home
12 reading.

13 **(14)** ~~(8)~~—For a pupil or child described in subsection ~~(7)~~—**(13)**
14 who has a reading deficiency at the end of grade 4, the school
15 district or public school academy shall provide intensive reading
16 intervention beyond grade 4 to the pupil, in a manner determined by
17 the school district or public school academy, until the pupil no
18 longer has a reading deficiency.

19 **(15) A school district or public school academy shall provide**
20 **a copy of each pupil's individual reading intervention or multi-**
21 **tiered system of support (MTSS) plan to the intermediate school**
22 **district. The intermediate school district shall collate the**
23 **information received under this subsection and provide it to CEPI**
24 **each school year.**

25 **(16) By not later than the beginning of the 2025-2026 school**
26 **year, and each school year thereafter, subject to subsections (18)**
27 **and (22), the board of a school district or intermediate school**
28 **district or board of directors of a public school academy shall**
29 **ensure that each pupil described in this subsection is screened for**

1 characteristics of dyslexia and difficulties in learning to decode
2 accurately and efficiently using a reliable and valid universal
3 screening assessment. All of the following pupils enrolled in the
4 school district, intermediate school district, or public school
5 academy must be screened as described under this subsection:

6 (a) Each pupil during kindergarten, grade 1, grade 2, and
7 grade 3.

8 (b) Each pupil who is in kindergarten, grade 1, grade 2, or
9 grade 3 who transferred to the school district, intermediate school
10 district, or public school academy from another school district,
11 intermediate school district, or public school academy in this
12 state and who has not been screened for characteristics of dyslexia
13 and difficulties in learning to decode accurately and efficiently
14 using a reliable and valid universal screening assessment.

15 (c) Each pupil who is in kindergarten, grade 1, grade 2, or
16 grade 3 who has transferred to the school district, intermediate
17 school district, or public school academy from a school that is not
18 located in this state, unless the pupil presents written
19 documentation to the school district, intermediate school district,
20 or public school academy showing that the pupil was subject to a
21 reliable and valid universal screening assessment.

22 (d) Each pupil who is in any of grades 4 to 12 who, as
23 determined by that pupil's teacher, educational-support staff, or
24 the pupil's parent or legal guardian, demonstrates any of the
25 following:

26 (i) Escape or avoidance behaviors when asked to engage in
27 reading or writing activities.

28 (ii) Effortful or laborious reading.

29 (iii) Reading-comprehension difficulties caused by inaccurate or

1 inefficient word reading.

2 (iv) Significant spelling or encoding difficulties not caused
3 by fine-motor or visual-motor difficulties.

4 (v) Low performance on school-district-, intermediate-school-
5 district-, or public-school-academy-approved English language arts
6 standards.

7 (vi) Low performance on school-district-, intermediate-school-
8 district-, or public-school-academy-approved standardized
9 assessments.

10 (vii) Reading deficiency.

11 (17) A school district, intermediate school district, or
12 public school academy shall screen pupils under subsection (16)
13 with fidelity.

14 (18) Pupils required to be screened under subsection (16) (a)
15 must be screened, as described in subsection (16), no fewer than 3
16 times during a school year. Pupils required to be screened under
17 subsection (16) (b) or (c) must be screened 3 times during a school
18 year.

19 (19) If the department determines that a district-administered
20 interim assessment or a valid and reliable screening, formative,
21 and diagnostic reading assessment system selected by the board of a
22 school district or the board of directors of a public school
23 academy under subsection (8) includes a reliable and valid
24 universal screening assessment, that interim assessment or
25 assessment system selected under subsection (8) may be utilized to
26 meet the requirement under subsection (16).

27 (20) Beginning with the 2025-2026 school year, for a pupil
28 described in subsection (16) (d), the school district, intermediate
29 school district, or public school academy in which the pupil is

1 enrolled shall ensure that additional assessment data is gathered,
2 including the pupil's historical results on reliable and valid
3 universal screening assessments as available, and shall review this
4 data with the pupil's teacher to inform the type and frequency of
5 screening assessments that should be administered to the pupil to
6 avoid unnecessary assessment while effectively assessing whether
7 the pupil demonstrates characteristics of dyslexia, difficulties in
8 learning to decode, or difficulties with word reading that may
9 require an intervention placement for the pupil.

10 (21) For the purpose of screening pupils described in
11 subsection (16) (d) for characteristics of dyslexia and difficulties
12 in learning to decode accurately and efficiently, subject to the
13 requirements under this section, a teacher has the discretion to
14 decide the reliable and valid universal screening assessment that
15 is selected for the pupils taught by that teacher, based on the
16 considerations described in subsection (20) and the guidance
17 provided by the department under subsection (2).

18 (22) Beginning in the 2025-2026 school year, if the results of
19 a screening assessment administered to a pupil who is an English
20 language learner indicate difficulties in learning to decode
21 accurately and efficiently or difficulties in word reading, before
22 making a determination on the need for a reading intervention or
23 multi-tiered system of support (MTSS) under subsection (23), the
24 board of a school district or intermediate school district or board
25 of directors of a public school academy shall administer, as
26 appropriate, reliable and valid assessments to assess the pupil's
27 ability to manipulate speech sounds, orally read, and spell in the
28 pupil's native language to determine if the pupil's assessed
29 difficulties are likely to be due to a lack of English proficiency.

1 (23) Beginning with the 2025-2026 school year, if a reliable
2 and valid universal screening assessment indicates that a pupil is
3 exhibiting characteristics of dyslexia or indicates that the pupil
4 is experiencing difficulty in learning to decode accurately and
5 efficiently, the school district, intermediate school district, or
6 public school academy in which the pupil is enrolled shall ensure
7 that a multi-tiered system of support (MTSS) is provided to the
8 pupil, including, but not limited to, the decoding and word
9 recognition instruction in the multi-tiered system of support
10 (MTSS). Beginning with the 2025-2026 school year, if a reliable and
11 valid universal screening assessment indicates that a pupil is
12 exhibiting characteristics of dyslexia or indicates that the pupil
13 is experiencing difficulty in learning to decode accurately and
14 efficiently, a reading intervention program provided under this
15 section must be part of a multi-tiered system of support (MTSS) as
16 described in this subsection. The multi-tiered system of support
17 (MTSS) described in this subsection must meet all of the following:

18 (a) Be a comprehensive framework composed of a collection of
19 evidence-based strategies designed to meet the individual needs and
20 assets of the whole pupil at all achievement levels.

21 (b) Include 3 distinct tiers of instructional support.

22 (c) Tier 1 support of the 3 distinct tiers of instructional
23 support described in subdivision (b) must, at a minimum, meet all
24 of the following:

25 (i) Encompass a combination of evidence-based strategies that
26 are available to all learners.

27 (ii) Effectively meet the needs of most pupils.

28 (iii) The instructional methods and curriculum resources under
29 this tier used to address the decoding and word-recognition

1 components of reading must use a code emphasis instructional
2 approach and must be supported by the science of reading. The
3 instructional methods and curriculum resources described in this
4 subparagraph must not include instructional methods that minimize
5 the importance of primarily using letter-sound information to
6 decode or recognize unknown words, including, but not limited to,
7 any of the following uses:

8 (A) Prompting pupils to guess unknown words using pictures and
9 illustrations.

10 (B) Skipping over an unknown word or words to use the meaning
11 of the passage to recognize the unknown word or words.

12 (C) Identifying only the first sound of an unknown word and
13 then being prompted to guess the word using the word's initial
14 sound and the meaning of the text surrounding the word.

15 (D) Memorizing a word in its written form.

16 (E) Using predictable text and leveled text to provide initial
17 word recognition instruction and practice in reading new learned
18 letter-sound correspondences.

19 (d) Tier 2 support of the 3 distinct tiers of instructional
20 support described in subdivision (b) must be provided to small
21 groups of pupils to whom at least 1 of the following applies:

22 (i) Screening-assessment data indicate a need for intervention
23 to address difficulties in learning to decode and recognizing words
24 accurately and efficiently.

25 (ii) Tier 1 instructional data indicate a need for intervention
26 to address difficulties in learning to decode and recognizing
27 words.

28 (e) Provide that tier 2 support, as described in subdivision
29 (d), must include instructional methods and curriculum resources

1 that use a code emphasis approach to address the decoding and word-
2 recognition components of reading and that are supported by the
3 science of reading. The instructional methods and curriculum
4 resources described in this subdivision must include, but are not
5 limited to, specialized instructional procedures, duration, and
6 frequency. However, these methods and resources must not include
7 instructional methods that minimize the importance of primarily
8 using letter-sound information to decode or recognize unknown
9 words, including, but not limited to, any of the uses of letter-
10 sound information described in subdivision (c) (iii) (A) to (E).

11 (f) Provide that pupils receiving tier 2 support, as described
12 in subdivision (d), must be provided reading intervention and must
13 have their progress monitored by the individuals providing the
14 intervention instruction using appropriate assessments to determine
15 the pupils' response to intervention instruction.

16 (g) Provide that, if pupils who are receiving tier 2 support
17 as described in this subsection are not making measurable progress
18 in response to reading intervention at a rate that will result in
19 meaningful improvements in performance, intensive, tier 3 support
20 must be provided to the pupil using evidence-based instructional
21 adaptations that must be documented in the pupil's individual
22 reading intervention plan provided to the pupil under subsection
23 (9) (b).

24 (h) Provide that a pupil described in subdivision (g) has a
25 current individual reading intervention plan meeting the
26 requirements of subsection (9) (b).

27 (i) Provide that, for the purposes of subdivision (g), a
28 multidisciplinary team at the school district, intermediate school
29 district, or public school academy in which a pupil described in

1 subdivision (g) is enrolled shall refine the pupil's individual
2 reading improvement plan with the teacher providing the
3 intervention instruction to the pupil under subdivision (g) to
4 meaningfully accelerate reading outcomes.

5 (j) Provide that, if a pupil's response to the intervention
6 instruction described in subdivisions (a) to (g) or subsection (9)
7 is insufficient for accelerating reading outcomes after repeated
8 attempts to adapt and intensify the instruction, subject to state
9 and federal laws concerning special education, the school district,
10 intermediate school district, or public school academy must
11 consider the need for a full and comprehensive evaluation to
12 determine eligibility for special education services.

13 (24) Beginning with the 2025-2026 school year, if a reliable
14 and valid universal screening assessment indicates the need for
15 intervention, to the extent that the school district, intermediate
16 school district, or public school academy is not already providing
17 the pupil with the evidence-based intervention services described
18 in subsections (9) and (23), the school district, intermediate
19 school district, or public school academy in which the pupil is
20 enrolled shall provide the pupil with evidence-based intervention
21 services that are grounded in the science of reading and the
22 principles of structured language and literacy approaches or
23 programs.

24 (25) If it is determined by the school district, intermediate
25 school district, or public school academy in which the pupil is
26 enrolled that a pupil has functional difficulties due to
27 characteristics of dyslexia or underlying factors that place pupils
28 at risk for difficulties in learning to decode accurately and
29 efficiently, the board of the school district or intermediate

1 school district or board of directors of the public school academy
2 in which the pupil is enrolled shall ensure that the necessary
3 accommodations or equipment are provided to the pupil as required
4 under section 504 of title V of the rehabilitation act of 1973, 29
5 USC 794, and title II of the Americans with disabilities act of
6 1990, 42 USC 12131 to 12165.

7 (26) Beginning with the 2025-2026 school year, if it is
8 determined by the pupil's school district, intermediate school
9 district, or public school academy that the pupil needs tier 2
10 support as described in subsection (23)(d) or the pupil is required
11 to be given an individual reading intervention plan under this
12 section, by not later than 30 days after either of those occurs, to
13 the extent that a notification described in this subsection was not
14 sent to the pupil's parent or legal guardian under subsection
15 (8)(d), the board of the school district or intermediate school
16 district or board of directors of the public school academy in
17 which the pupil is enrolled shall ensure that the pupil's parent or
18 legal guardian is sent a written notification that meets all of the
19 following:

20 (a) Includes information from any screening assessment
21 relating to the pupil's reading development with specific
22 information about indicators that suggest, as applicable, that the
23 pupil may struggle with decoding and word recognition.

24 (b) Includes information concerning evidence-based
25 instructional practices to be provided by school personnel that are
26 grounded in the science of reading and the principles of structured
27 language and literacy that are designed for pupils exhibiting the
28 characteristics of dyslexia or difficulties in learning to decode
29 accurately and efficiently.

1 (c) Includes information concerning instructional adjustments
2 for pupils exhibiting difficulties in learning to decode accurately
3 and efficiently.

4 (d) Includes information describing the multi-tiered system of
5 support (MTSS) framework described in subsection (23).

6 (e) Is written in the language primarily used in the pupil's
7 household.

8 (27) If the parent or legal guardian of a pupil has an
9 independent, comprehensive evaluation conducted for dyslexia or
10 other learning disabilities, the board of the school district or
11 intermediate school district or board of directors of the public
12 school academy in which the pupil is enrolled shall ensure that any
13 applicable requirements under the individuals with disabilities
14 education act, Public Law 108-446, are fulfilled.

15 (28) ~~(9)~~—If a school district or public school academy cannot
16 furnish the number of teachers needed to satisfy 1 or more of the
17 criteria set forth in this section for a school year, then by the
18 August 15 before the beginning of that school year the school
19 district or public school academy shall develop a staffing plan for
20 providing services under this section. The school district or
21 public school academy shall post the staffing plan on its website
22 for the applicable school year. The staffing plan must include at
23 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
28 teaching at the school.

29 (c) How the school district or public school academy will meet

1 the requirements under this section.

2 **(29)** ~~(10)~~—This section does not require or state an intention
3 to require a school district or public school academy to supplant
4 state funds with federal funds for implementing or supporting the
5 activities under this section and does not prohibit a school
6 district or public school academy from continuing to use federal
7 funds for any of the purposes or activities described in this
8 section.

9 **(30)** ~~(11)~~—For pupils identified as English language learners
10 by the pupil's teacher or by the diagnostic reading assessment
11 selected by the school district or public school academy under
12 subsection ~~(2)(a)~~, **(8)(a)**, if available staff resources allow, a
13 school district or public school academy is encouraged to provide
14 the following intervention services in addition to those required
15 under subsection ~~(3)(e)~~: **(9)(c)**:

16 (a) Instruction in the pupil's native language, with
17 withdrawal of that instruction as appropriate as the pupil improves
18 ~~his or her~~ **the pupil's** English language skills. A school district
19 or public school academy is encouraged to provide this support for
20 at least pupils whose native language is Spanish, Chinese, Hindi,
21 Korean, or Arabic.

22 (b) Opportunities for speech production.

23 (c) Common English language development strategies such as
24 modeling, guided practice, and comprehensive input.

25 (d) Feedback for the pupil, including explanations in ~~his or~~
26 ~~her~~ **the pupil's** native language.

27 **(31)** ~~(12)~~—As used in this section:

28 (a) **"CEPI" means the center for educational performance and**
29 **information created in section 94a of the state school aid act of**

1 1979, MCL 388.1694a.

2 (b) "Code emphasis" means direct, explicit instruction on the
3 code system of written English at the sound, syllable, morpheme,
4 and word level so pupils develop automaticity in accurate sound-
5 symbol associations used for word recognition and for developing a
6 robust sight-word vocabulary.

7 (c) "Cumulative" means the practice of basing new concepts on
8 those previously learned and maximizing retention of concepts
9 through regular, systematic review to gain automaticity and
10 fluency.

11 (d) "Diagnostic assessment" means an assessment intended to
12 provide in-depth information about a pupil's specific skills in a
13 content area, for the purpose of guiding future instruction or
14 intervention.

15 (e) "Diagnostic instruction" means continuous assessment and
16 individualization of instruction to meet each pupil's instructional
17 needs.

18 (f) "Dyslexia" means both of the following:

19 (i) A specific learning disorder that is neurobiological in
20 origin and characterized by difficulties with accurate or fluent
21 word recognition and by poor spelling and decoding abilities that
22 typically result from a deficit in the phonological component of
23 language that is often unexpected in relation to other cognitive
24 abilities and the provision of effective classroom instruction.

25 (ii) A specific learning disorder that may include secondary
26 consequences, such as problems in reading comprehension and a
27 reduced reading experience that can impede the growth of
28 vocabulary.

29 (g) ~~(a)~~ "Evidence-based" means ~~based in research and with~~

1 ~~proven efficacy~~.an activity, program, process, service, strategy,
 2 or intervention that demonstrates statistically significant effects
 3 on improving pupil outcomes or other relevant outcomes and that
 4 meets at least both of the following:

5 (i) At least 1 of the following:

6 (A) Is based on strong evidence from at least 1 well-designed
 7 and well-implemented experimental study.

8 (B) Is based on moderate evidence from at least 1 well-
 9 designed and well-implemented quasi-experimental study.

10 (C) Is based on promising evidence from at least 1 well-
 11 designed and well-implemented correlational study with statistical
 12 controls for selection bias.

13 (D) Demonstrates a rationale based on high-quality research
 14 findings or positive evaluation that the activity, program,
 15 process, service, strategy, or intervention is likely to improve
 16 pupil outcomes or other relevant outcomes.

17 (ii) Includes ongoing efforts to examine the effects of the
 18 activity, program, process, service, strategy, or intervention.

19 (h) "Explicit" means direct and deliberate instruction through
 20 continuous pupil-teacher interaction that includes teacher
 21 modeling, guided practice, and independent practice.

22 (i) "Fidelity" means the extent to which an assessment or
 23 intervention is implemented as it was designed.

24 (j) "Formative assessment" means an assessment that provides
 25 feedback and information during the ongoing instructional process
 26 so that interventions can be implemented to improve learning.

27 (k) "Leveled text" means text that has characteristics of
 28 predictable text and text focused on teaching high-frequency words
 29 without regard to sound-symbol associations. Leveled texts are

1 assigned a level based on a difficulty scale according to print
2 features, content, themes, ideas, text structure, language, and
3 literary elements. Leveled text does not provide pupils
4 opportunities to apply newly learned phonological and orthographic
5 knowledge.

6 (l) "Multidisciplinary team" means a group of individuals with
7 expertise in assessments, literacy, working with English language
8 learners, behavioral efforts, and working with students with
9 disabilities who develop individualized plans to support pupils
10 with significant and persistent needs. A multidisciplinary team
11 must include at least 1 certificated teacher who has English as a
12 second language or bilingual education as an endorsement on the
13 teacher's certificate.

14 (m) "Multi-tiered system of support (MTSS)" means a
15 comprehensive framework that includes distinct tiers of
16 instructional support and is composed of a collection of evidence-
17 based strategies designed to meet the individual needs and assets
18 of a whole pupil at all achievement levels.

19 (n) "Phonemic awareness" means the conscious awareness of all
20 of the following:

21 (i) Individual speech sounds, including, but not limited to,
22 consonants and vowels, in spoken syllables.

23 (ii) The ability to consciously manipulate through, including,
24 but not limited to, matching, blending, segmenting, deleting, or
25 substituting, individual speech sounds described in subparagraph
26 (i).

27 (iii) All levels of the speech sound system, including, but not
28 limited to, word boundaries, rhyme recognition, stress patterns,
29 syllables, onset-rime units, and phonemes.

1 **(o) "Predictable text" means text that replicates language**
2 **patterns using rhythm and rhyme to teach pupils phrasing and**
3 **cadence.**

4 **(p) ~~(b)~~—"Reading deficiency" means scoring below grade level**
5 **or being determined to be at risk of reading failure based on a**
6 **screening assessment, diagnostic assessment, standardized summative**
7 **assessment, or progress monitoring.**

8 **(q) ~~(e)~~—"Reading leadership team" means a collaborative system**
9 **led by a school building's principal or program director and**
10 **consisting of a cross-section of faculty who are interested in**
11 **working to improve literacy instruction across the curriculum.**

12 **(r) "Reliable" means something that is based on the**
13 **consistency of a set of scores that are designed to measure the**
14 **same thing.**

15 **(s) "Reliable and valid universal screening assessment" means**
16 **an assessment that includes, but is not limited to, brief measures**
17 **designed to identify underlying difficulties impacting a pupil's**
18 **ability to learn to decode and to recognize words accurately and**
19 **efficiently and that aligns with assessment guidelines concerning**
20 **grade levels in which, and times of the school year when, specific**
21 **universal screening assessment measures must be administered. The**
22 **range of the assessment described in this subdivision must be**
23 **equipped to identify difficulties impacting a pupil's ability to**
24 **learn to decode and to recognize words and, at a minimum, must**
25 **include the following, as appropriate for grade level or age as**
26 **determined by the department, in alignment with the guidelines**
27 **described in subsections (2) and (4):**

28 **(i) Phonemic awareness.**

29 **(ii) Rapid automatized naming.**

1 (iii) Letter-sound correspondence.

2 (iv) Single-word reading.

3 (v) Nonsense-word reading.

4 (vi) Oral passage reading fluency.

5 (t) "Science of reading" means a cumulative and evolving body
6 of evidence whose research studies follow a scientific process of
7 inquiry and utilize scientific methods to help answer questions
8 related to reading development and issues related to reading and
9 writing derived from research from multiple fields of cognitive
10 psychology, communication sciences, developmental psychology,
11 education, special education, implementation science, linguistics,
12 and neuroscience.

13 (u) "Screening assessment" means an assessment that is
14 intended to identify pupils who may be experiencing learning
15 difficulties that warrant further inquiry or intervention.

16 (v) "Standardized assessment" means an assessment that is
17 administered and scored in a consistent or standard manner.

18 (w) "Structured language and literacy" means systematic,
19 direct, explicit, cumulative, and diagnostic instruction that
20 integrates listening, speaking, reading, and writing and emphasizes
21 the structure of language across the speech sound system
22 (phonology); the writing system (orthography); the structure of
23 sentences (syntax); the meaningful parts of words (morphology); the
24 meaning of words, phrases, sentences, and text (semantics); and the
25 processing of oral and written discourse.

26 (x) "Systematic" means following the logical order of language
27 and moving from the most basic concepts to the more advanced.

28 (y) "Valid" means the degree to which a method assesses what
29 it claims or intends to assess.

1 Enacting section 1. This amendatory act does not take effect
2 unless all of the following bills of the 102nd Legislature are
3 enacted into law:

4 (a) Senate Bill No. 568.

5

6 (b) Senate Bill No. ____ or House Bill No. ____ (request no.
7 02101'23).

8 (c) Senate Bill No. ____ or House Bill No. ____ (request no.
9 02102'23).