

**SUBSTITUTE FOR
SENATE BILL NO. 380**

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

THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

1 **Sec. 1280i. (1) By not later than the beginning of the 2024-**
2 **2025 school year, and each school year thereafter, subject to**
3 **subsections (3) and (5), the board of a school district or**
4 **intermediate school district or board of directors of a public**
5 **school academy shall ensure that each pupil described in subsection**
6 **(2) is screened for characteristics of dyslexia and difficulties in**
7 **learning to decode accurately and efficiently using a reliable and**
8 **valid universal screening assessment. A school district,**
9 **intermediate school district, or public school academy shall screen**

1 pupils under this subsection with fidelity.

2 (2) Subject to subsection (5), the board of a school district
3 or intermediate school district or board of directors of a public
4 school academy shall ensure that all of the following pupils
5 enrolled in the school district, intermediate school district, or
6 public school academy are screened for characteristics of dyslexia
7 and difficulties in learning to decode accurately and efficiently
8 using a reliable and valid universal screening assessment as
9 required under subsection (1):

10 (a) Each pupil during kindergarten, grade 1, grade 2, and
11 grade 3.

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

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

26 (d) Each pupil who is in any of grades 4 to 8 who, as
27 determined by that pupil's teacher, educational-support staff, or
28 the pupil's parent or legal guardian, demonstrates any of the
29 following:

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

3 (ii) Effortful or laborious reading.

4 (iii) Reading-comprehension difficulties caused by inaccurate or
5 inefficient word reading.

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

8 (v) Low performance on school-district-, intermediate-school-
9 district-, or public-school-academy-approved English language arts
10 standards.

11 (vi) Low performance on school-district-, intermediate-school-
12 district-, or public-school-academy-approved standardized
13 assessments.

14 (e) A pupil enrolled in any of grades 9 to 12 who exhibits any
15 of the elements described in subsection (2) (d).

16 (3) Pupils required to be screened under subsection (2) (a),
17 (b), and (c) must be screened, as described in subsection (2), no
18 fewer than 3 times during the school year. Pupils required to be
19 screened under subsection (2) (b) or (c) must not be screened more
20 than 3 times during a school year.

21 (4) For a pupil described in subsection (2) (e), beginning with
22 the 2024-2025 school year, the school district, intermediate school
23 district, or public school academy in which a pupil is enrolled
24 shall ensure that additional assessment data pertaining to the
25 pupil is gathered, as available, and shall make a determination
26 concerning whether or not the pupil has difficulties with word
27 reading in making a decision concerning intervention placement for
28 the pupil, as needed.

29 (5) Except as otherwise provided in this subsection, beginning

1 with the 2024-2025 school year, notwithstanding section 1280f, the
2 board of a school district or intermediate school district or board
3 of directors of a public school academy shall ensure that each
4 pupil who is an English language learner is provided with 1 year of
5 English language development instruction before a reliable and
6 valid universal screening assessment is administered to the pupil
7 under this section. However, if administration of a reliable and
8 valid universal screening assessment to a pupil described in this
9 subsection is recommended by a multidisciplinary team, the board or
10 board of directors may administer the screening assessment without
11 providing the development instruction described in this subsection
12 to the pupil beforehand. Each pupil who is enrolled in a dual
13 language program or who is an English language learner and who is
14 enrolled in kindergarten, grade 1, grade 2, or grade 3 must be
15 administered a reliable and valid universal screening assessment
16 under this section in the language in which that pupil receives
17 instruction in reading.

18 (6) Beginning with the 2024-2025 school year, if a reliable
19 and valid universal screening assessment indicates that a pupil is
20 exhibiting characteristics of dyslexia or indicates that the pupil
21 is experiencing difficulty in learning to decode accurately and
22 efficiently, to the extent that the school district, intermediate
23 school district, or public school academy is not providing the
24 pupil with a multi-tiered system of support (MTSS) under other laws
25 that meets the description of such support as described in this
26 subsection, the school district, intermediate school district, or
27 public school academy in which the pupil is enrolled shall ensure
28 that a multi-tiered system of support (MTSS) is provided to the
29 pupil, including, but not limited to, the decoding and word

1 recognition instruction in the multi-tiered system of support
2 (MTSS). The multi-tiered system of support (MTSS) described in this
3 subsection must meet all of the following:

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

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

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

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

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

14 (iii) The instructional methods and curriculum resources under
15 this tier used to address the decoding and word-recognition
16 components of reading must use a code emphasis instructional
17 approach and must be supported by the science of reading. The
18 instructional methods and curriculum resources described in this
19 subparagraph must not include instructional methods that minimize
20 the importance of primarily using letter-sound information to
21 decode or recognize unknown words, including, but not limited to,
22 any of the following uses:

23 (A) Using pictures and illustrations.

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

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

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

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

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

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

10 (ii) Tier 1 instructional data indicate a need for intervention
11 to address difficulties in learning to decode and recognizing
12 words.

13 (e) Provide that tier 2 support, as described in subdivision
14 (d), must include instructional methods and curriculum resources
15 that use a code emphasis approach to address the decoding and word-
16 recognition components of reading and that are supported by the
17 science of reading. The instructional methods and curriculum
18 resources described in this subdivision must include, but are not
19 limited to, specialized instructional procedures, duration, and
20 frequency. However, these methods and resources must not include
21 instructional methods that minimize the importance of primarily
22 using letter-sound information to decode or recognize unknown
23 words, including, but not limited to, any of the uses of letter-
24 sound information described in subdivision (c) (iii) (A) to (E).

25 (f) Provide that pupils receiving tier 2 support, as described
26 in subdivision (d), must be provided reading intervention and must
27 have their progress monitored by individuals providing the
28 intervention instruction using progress monitoring assessments in
29 order to determine the pupils' response to intervention

1 instruction.

2 (g) Provide that, if pupils who are receiving tier 2 support
3 as described in this subsection are not making measurable progress
4 in response to reading intervention at a rate that will result in
5 meaningful improvements in performance, intensive, tier 3 support
6 must be provided to the pupil using evidence-based instructional
7 adaptations that must be documented in the pupil's individual
8 reading improvement plan provided to the pupil under section 1280f,
9 if applicable, or, if the pupil has not been provided with an
10 individual reading improvement plan under section 1280f, the
11 pupil's individual reading improvement plan developed as described
12 in subdivision (i).

13 (h) If a pupil described in subdivision (g) has an individual
14 reading improvement plan under section 1280f and his or her plan
15 does not include at least all of the following, the school
16 district, intermediate school district, or public school academy in
17 which the pupil is enrolled shall ensure that the pupil's plan is
18 updated to include at least all of the following elements:

19 (i) A description of the focus of the intervention that will be
20 provided under subdivision (g).

21 (ii) An outline of the curriculum resources and evidence-based
22 practices that will be used as part of the intervention that will
23 be provided under subdivision (g).

24 (iii) A summary describing why the intervention resources and
25 evidence-based practices selected for intervention under
26 subdivision (g) are best suited to address the pupil's needs.

27 (iv) Information concerning the frequency and duration of the
28 intervention that will be provided under subdivision (g).

29 (v) A description of the assessment data that will be used to

1 determine pupil progress and adaptations to the intervention
2 instruction that will be provided under subdivision (g).

3 (vi) Information concerning adjustments that may be made to
4 intensify the intervention instruction that will be provided under
5 subdivision (g).

6 (vii) Assurance that the intervention provided under
7 subdivision (g) will be implemented with fidelity.

8 (i) If a pupil described in subdivision (g) does not have an
9 individual reading improvement plan under section 1280f, a
10 multidisciplinary team at the school district, intermediate school
11 district, or public school academy in which the pupil is enrolled
12 shall develop an individual reading improvement plan that includes
13 all of the elements listed in subdivision (h) for the pupil.

14 (j) Provide that, for the purposes of subdivision (g), a
15 multidisciplinary team at the school district, intermediate school
16 district, or public school academy in which a pupil described in
17 subdivision (g) is enrolled shall refine the pupil's individual
18 reading improvement plan with the teacher providing the
19 intervention instruction to the pupil under subdivision (g) to
20 meaningfully accelerate reading outcomes.

21 (k) Provide that, if a pupil's response to the intervention
22 instruction described in subdivisions (a) to (g) is insufficient
23 for accelerating reading outcomes after repeated attempts to adapt
24 and intensify the instruction, subject to state and federal laws
25 concerning special education, the school district, intermediate
26 school district, or public school academy must consider the need
27 for a full and comprehensive evaluation to determine eligibility
28 for special education services.

29 (7) Beginning with the 2024-2025 school year, if a reliable

1 and valid universal screening assessment indicates the need for
2 intervention, to the extent that the school district, intermediate
3 school district, or public school academy is not under other laws
4 providing the pupil with the evidence-based intervention services
5 described in this subsection, the school district, intermediate
6 school district, or public school academy in which the pupil is
7 enrolled shall provide the pupil with evidence-based intervention
8 services that must be grounded in the science of reading and the
9 principles of structured language and literacy approaches or
10 programs.

11 (8) If it is determined by the school district, intermediate
12 school district, or public school academy in which the pupil is
13 enrolled that a pupil has functional difficulties due to
14 characteristics of dyslexia or underlying factors that place pupils
15 at risk for difficulties in learning to decode accurately and
16 efficiently, the board of the school district or intermediate
17 school district or board of directors of the public school academy
18 in which the pupil is enrolled shall ensure that the necessary
19 accommodations or equipment are provided to the pupil as required
20 under section 504 of title V of the rehabilitation act of 1973, 29
21 USC 794, and title II of the Americans with disabilities act of
22 1990, 42 USC 12131 to 12165.

23 (9) Beginning with the 2024-2025 school year, if it is
24 determined by the pupil's school district, intermediate school
25 district, or public school academy that the pupil needs tier 2
26 support as described in subsection (6) (d) or the pupil is going to
27 be given an individual reading improvement plan under this section
28 or section 1280f, by not later than 30 days after either of those
29 occurs, to the extent that a notification described in this

1 subsection was not sent to the pupil's parent or legal guardian
2 pursuant to section 1280f, the board of the school district or
3 intermediate school district or board of directors of the public
4 school academy in which the pupil is enrolled shall ensure that the
5 pupil's parent or legal guardian is sent a written notification
6 that meets all of the following:

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

11 (b) Includes information concerning evidence-based
12 instructional practices to be provided by school personnel that are
13 grounded in the science of reading and the principles of structured
14 language and literacy that are designed for pupils exhibiting the
15 characteristics of dyslexia or difficulties in learning to decode
16 accurately and efficiently.

17 (c) Includes information concerning instructional adjustments
18 for pupils exhibiting difficulties in learning to decode accurately
19 and efficiently.

20 (d) Includes information describing the multi-tiered system of
21 support (MTSS) framework described in subsection (6).

22 (e) Is written in the language used in the pupil's household.

23 (10) If the parent or legal guardian of a pupil has an
24 independent, comprehensive dyslexia evaluation conducted, the board
25 of the school district or intermediate school district or board of
26 directors of the public school academy in which the pupil is
27 enrolled shall ensure that any requirements under the individuals
28 with disabilities education act, Public Law 108-446, that are
29 applicable are fulfilled.

1 (11) Beginning not later than September 1, 2023, the
2 department shall develop dyslexia expertise to provide technical
3 assistance to school districts, intermediate school districts, and
4 public school academies regarding dyslexia and underlying factors
5 that place pupils at risk for difficulties in learning to decode
6 accurately and efficiently. The department shall offer expertise
7 under this subsection by providing guidance on at least all of the
8 following:

9 (a) Screening for, the identification of, and treatment of
10 pupils who exhibit characteristics of dyslexia and pupils who
11 display difficulties in learning to decode accurately and
12 efficiently.

13 (b) Structured language and literacy.

14 (c) Evidence-based instructional methods and the features of
15 evidence-based interventions for pupils exhibiting the
16 characteristics of dyslexia or pupils who have difficulties in
17 learning to decode accurately and efficiently that include
18 instructional methods and curriculum resources that use a code
19 emphasis approach to address the decoding and word-recognition
20 components of reading and that are supported by the science of
21 reading. The instructional methods and curriculum resources
22 described in this subdivision must not include instructional
23 methods that minimize the importance of primarily using letter-
24 sound information to decode or recognize unknown words, including,
25 but not limited to, any of the uses of letter-sound information
26 described in subsection (6) (c) (iii) (A) to (E).

27 (d) The development of coaching expertise for individuals
28 responsible for supporting, at a minimum, all of the following:

29 (i) Methods to develop schoolwide and classroom infrastructures

1 to meet the collective and individual needs of pupils using a
2 multi-tiered system of support (MTSS) framework.

3 (ii) High-quality administration, scoring, and interpretation
4 of screening assessments under this section.

5 (iii) The use of evidence-based instructional methods and the
6 features of evidence-based interventions for pupils displaying the
7 characteristics of dyslexia.

8 (iv) Methods to intensify decoding and word recognition
9 intervention instruction.

10 (e) Professional learning about dyslexia to school districts,
11 intermediate school districts, and public school academies.

12 (12) By not later than January 1, 2024, to support the
13 implementation of requirements under this section, the department,
14 in conjunction with the advisory committee described in section
15 1280h, shall develop or adopt, and make available to the public, a
16 dyslexia resource guide based on current research to be used by
17 school districts, intermediate school districts, and public school
18 academies and that must include information regarding the education
19 of pupils with dyslexia and with characteristics of dyslexia.

20 (13) By not later than the beginning of the 2026-2027 school
21 year, the department, in consultation with school districts,
22 intermediate school districts, and public school academies, shall
23 ensure that each pre-K to grade 12 certificated special education
24 personnel with endorsements in learning disabilities, emotional
25 impairments, early childhood special education, teacher
26 consultation, or speech and language impairments; K to 12 literacy
27 consultants; literacy coach; school psychologist; school district
28 principal and administrator responsible for curriculum,
29 instruction, and assessment decisions; pre-K to grade 12

1 certificated teacher; and all pre-K to grade 12 school personnel
2 providing reading intervention to pupils in this state have
3 received professional learning regarding all of the following, as
4 applicable:

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

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

12 (c) Evidence-based instructional methods and features of
13 evidence-based interventions that are grounded in the science of
14 reading and the principles of structured language and literacy that
15 are designed for pupils with characteristics of dyslexia and pupils
16 at risk for difficulties in learning to decode accurately and
17 efficiently. This subdivision does not apply to grade 7 to grade 12
18 certificated teachers who do not meet the other criteria of other
19 individuals described in this subsection.

20 (d) Instructional adjustments for pupils with dyslexia and
21 instructional adjustments to address the underlying factors that
22 place pupils at risk for difficulties in learning to decode
23 accurately and efficiently.

24 (e) Methods to develop schoolwide and classroom
25 infrastructures to meet the collective and individual needs of
26 pupils using a multi-tiered system of support (MTSS) framework.

27 (f) Evidence-based instructional methods, features of
28 evidence-based interventions, and structured language and literacy
29 approaches or programs that are grounded in the science of reading

1 and structured language and literacy. This subdivision does not
2 apply to grade 7 to grade 12 certificated teachers who do not meet
3 the other criteria of other individuals described in this
4 subsection.

5 (14) If a valid and reliable screening, formative, and
6 diagnostic reading assessment system selected by the board of a
7 school district or the board of directors of a public school
8 academy under section 1280f(2) includes a reliable and valid
9 universal screening assessment, that assessment system selected
10 under section 1280f(2) may be utilized to meet the requirement
11 under subsection (1).

12 (15) Between January 1, 2024 to April 1, 2024, the department
13 shall update its approval of valid and reliable screening,
14 formative, and diagnostic reading assessment systems for selection
15 and use by school districts and public school academies under
16 section 1280f(1) and, in addition to meeting applicable
17 requirements under section 1280f, identify, within each approved
18 assessment system for selection and use by school districts and
19 public school academies under section 1280f(1), the elements, in a
20 list, of a reliable and valid universal screening assessment that
21 are or are not included in the approved assessment system. By not
22 later than August 1, 2024, each school district and public school
23 academy shall update its selection of a valid and reliable
24 screening, formative, and diagnostic reading assessment system
25 under section 1280f(2) to ensure that the selected system includes
26 a reliable and valid universal screening assessment, if it does not
27 do so already. A school district, intermediate school district, or
28 public school academy may administer multiple assessments for
29 purposes of complying with this section as long as, when utilized

1 together, all of the elements of a reliable and valid universal
2 screening assessment are captured in the assessments administered.

3 (16) For purposes of this section, subject to the requirements
4 under this section, a teacher has the discretion to decide which
5 screening is selected for the pupils taught by that teacher who are
6 enrolled in any of grades 4 to 12.

7 (17) As used in this section:

8 (a) "Code emphasis" means direct, explicit instruction on the
9 code system of written English at the sound, syllable, morpheme,
10 and word level so pupils develop automaticity in accurate sound-
11 symbol associations used for word recognition and for developing a
12 robust sight-word vocabulary.

13 (b) "Cumulative" means the practice of basing new concepts on
14 those previously learned and maximizing retention of concepts
15 through regular, systematic review to gain automaticity and
16 fluency.

17 (c) "Diagnostic instruction" means continuous assessment and
18 individualization of instruction to meet each pupil's instructional
19 needs.

20 (d) "Dyslexia" means both of the following:

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

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

1 and background knowledge and lead to social, emotional, and
2 behavioral difficulties.

3 (e) "Evidence-based" means an activity, program, process,
4 service, strategy, or intervention that demonstrates statistically
5 significant effects on improving pupil outcomes or other relevant
6 outcomes and that meets at least both of the following:

7 (i) At least 1 of the following:

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

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

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

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

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

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

24 (g) "Leveled text" means text that has characteristics of
25 predictable text and text focused on teaching high-frequency words
26 without regard to sound-symbol associations. Leveled texts are
27 assigned a level based on a difficulty scale according to print
28 features, content, themes, ideas, text structure, language, and
29 literary elements. Leveled texts do not provide pupils

1 opportunities to apply newly learned phonological and orthographic
2 knowledge.

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

11 (i) "Multi-tiered system of support (MTSS)" means a
12 comprehensive framework that includes 3 distinct tiers of
13 instructional support and is composed of a collection of evidence-
14 based strategies designed to meet the individual needs and assets
15 of a whole pupil at all achievement levels.

16 (j) "Phonemic awareness" means the conscious awareness of all
17 of the following:

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

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

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

27 (k) "Predictable text" means text that replicates language
28 patterns using rhythm and rhyme to teach pupils phrasing and
29 cadence.

1 (l) "Reliable" means something that is based on the consistency
2 of a set of scores that are designed to measure the same thing.

3 (m) "Reliable and valid universal screening assessment" means
4 an assessment that includes, but is not limited to, brief measures
5 designed to identify underlying difficulties impacting a pupil's
6 ability to learn to decode and to recognize words accurately and
7 efficiently and that aligns with assessment guidelines concerning
8 grade levels in which, and times of the school year when, specific
9 universal screening assessment measures must be administered. The
10 range of the assessment described in this subdivision must be
11 equipped to identify difficulties impacting a pupil's ability to
12 learn to decode and recognize words and, at a minimum, must measure
13 the following, as appropriate for grade level or age as determined
14 by the department based on guidance issued by the International
15 Dyslexia Association and in consultation with the advisory
16 committee described in section 1280h, and in alignment with the
17 assessment guidelines described in this subdivision:

18 (i) Phonological and phonemic awareness.

19 (ii) Rapid automatized naming.

20 (iii) Letter-sound correspondence.

21 (iv) Word identification.

22 (v) Decoding.

23 (vi) Oral passage reading fluency.

24 (vii) Phonics.

25 (n) "Science of reading" means a cumulative and evolving body
26 of evidence whose research studies follow a scientific process of
27 inquiry and utilize scientific methods to help answer questions
28 related to reading development and issues related to reading and
29 writing derived from research from multiple fields of cognitive

1 psychology, communication sciences, developmental psychology,
2 education, special education, implementation science, linguistics,
3 and neuroscience.

4 (o) "Standardized assessment" means an assessment that is
5 administered and scored in a consistent or standard manner.

6 (p) "Structured language and literacy" means systematic,
7 direct, explicit, cumulative, and diagnostic instruction that
8 integrates listening, speaking, reading, and writing and emphasizes
9 the structure of language across the speech sound system
10 (phonology); the writing system (orthography); the structure of
11 sentences (syntax); the meaningful parts of words (morphology); the
12 meaning of words, phrases, sentences, and text (semantics); and the
13 processing of oral and written discourse.

14 (q) "Systematic" means following the logical order of language
15 and moving from the most basic concepts to the more advanced.

16 (r) "Valid" means a degree to which a method assesses what it
17 claims or intends to assess.

18 Enacting section 1. This amendatory act does not take effect
19 unless all of the following bills of the 101st Legislature are
20 enacted into law:

21 (a) Senate Bill No. 381.

22 (b) Senate Bill No. 382.

23 (c) Senate Bill No. 383.