

SENATE BILL NO. 265

March 18, 2021, Introduced by Senators BUMSTEAD, HORN, THEIS, ZORN, VICTORY, DALEY, LASATA, SCHMIDT and VANDERWALL and referred to the Committee on Education and Career Readiness.

A bill to amend 1976 PA 451, entitled
"The revised school code,"
by amending section 1280f (MCL 380.1280f), as added by 2016 PA 306.

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,

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

4 (i) Each approved assessment system ~~shall~~**must** provide a
5 screening assessment, monitoring capabilities for monitoring
6 progress toward 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 (b) Recommend or develop an early literacy coach model with
17 the following features:

18 (i) An early literacy coach shall support and provide initial
19 and ongoing professional development to teachers in all of the
20 following:

21 (A) Each of the 5 major reading components listed in
22 subsection (3) (a) (iv) (B) as needed, based on an analysis of pupil
23 performance data.

24 (B) Administering and analyzing instructional assessments.

25 (C) Providing differentiated instruction and intensive
26 intervention.

27 (D) Using progress monitoring.

28 (E) Identifying and addressing reading deficiency.

29 (ii) An early literacy coach shall also do all of the

1 following:

2 (A) Model effective instructional strategies for teachers.

3 (B) Facilitate study groups.

4 (C) Train teachers in data analysis and using data to
5 differentiate instruction.

6 (D) Coach and mentor colleagues.

7 (E) Work with teachers to ensure that evidence-based reading
8 programs such as comprehensive core reading programs, supplemental
9 reading programs, and comprehensive intervention reading programs
10 are implemented with fidelity.

11 (F) Train teachers to diagnose and address reading deficiency.

12 (G) Work with teachers in applying evidence-based reading
13 strategies in other content areas, including, but not limited to,
14 prioritizing time spent on those teachers, activities, and roles
15 that will have the greatest impact on pupil achievement and
16 prioritizing coaching and mentoring in classrooms.

17 (H) Help to increase instructional density to meet the needs
18 of all pupils.

19 (I) Help lead and support reading leadership teams at the
20 school.

21 (J) Continue to increase his or her knowledge base in best
22 practices in reading instruction and intervention.

23 (K) For each teacher who teaches in a classroom for grades K
24 to 3, model for the teacher, and coach the teacher in, instruction
25 with pupils in whole and small groups.

26 (iii) In the context of performing the functions described in
27 subparagraph (ii), an early literacy coach ~~shall~~**must** not be asked
28 to perform administrative functions that will confuse his or her
29 role for teachers.

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

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

3 (B) Have sufficient knowledge of scientifically based reading
4 research, special expertise in quality reading instruction and
5 infusing reading strategies into content area instruction, and data
6 management skills.

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

8 (D) Have a minimum of a bachelor's degree and advanced
9 coursework in reading or have completed professional development in
10 evidence-based literacy instructional strategies.

11 (v) An early literacy coach ~~shall~~**must** not be assigned a
12 regular classroom teaching assignment, but ~~shall~~**must** be expected
13 to work frequently with pupils in whole and small group instruction
14 or tutoring in the context of modeling and coaching in or outside
15 of teachers' classrooms.

16 (2) Subject to subsection (14), ~~beginning in the 2017-2018~~
17 ~~school year,~~ the board of a school district or board of directors
18 of a public school academy shall do all of the following to ensure
19 that more pupils will achieve a score of at least proficient in
20 English language arts on the grade 3 state assessment:

21 (a) Select 1 valid and reliable screening, formative, and
22 diagnostic reading assessment system from the assessment systems
23 approved by the department under subsection (1)(a). A school
24 district or public school academy shall use this assessment system
25 for pupils in grades K to 3 to screen and diagnose difficulties,
26 inform instruction and intervention needs, and assess progress
27 toward a growth target. A school district or public school academy
28 periodically shall assess a pupil's progress in reading skills at
29 least 3 times per school year in grades K to 3. The first of these

1 assessments for a school year ~~shall~~**must** be conducted within the
2 first 30 school days of the school year.

3 (b) For any pupil in grades K to 3 who exhibits a reading
4 deficiency at any time, based upon the reading assessment system
5 selected and used under subdivision (a), provide an individual
6 reading improvement plan for the pupil within 30 days after the
7 identification of the reading deficiency. The individual reading
8 improvement plan ~~shall~~**must** be created by the pupil's teacher,
9 school principal, and parent or legal guardian and other pertinent
10 school personnel, and ~~shall~~**must** describe the reading intervention
11 services the pupil will receive to remedy the reading deficiency. A
12 school district or public school academy shall provide intensive
13 reading intervention for the pupil in accordance with the
14 individual reading improvement plan until the pupil no longer has a
15 reading deficiency.

16 (c) If a pupil in grades K to 3 is identified as having an
17 early literacy delay or reading deficiency, provide written notice
18 to the pupil's parent or legal guardian of the delay or reading
19 deficiency in writing and provide tools to assist the parent or
20 legal guardian to engage in intervention and to address or correct
21 any reading deficiency at home.

22 (d) Require a school principal or chief administrator to do
23 all of the following:

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

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

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

3 (iv) Ensure that time is provided for teachers to meet for
4 professional development.

5 (e) Utilize, at least, early literacy coaches provided through
6 the intermediate school district in which the school district or
7 public school academy is located, as provided for under section
8 35a(4) of the state school aid act of 1979, MCL 388.1635a. However,
9 a public school academy may use an early literacy coach provided by
10 the public school academy, at the expense of the public school
11 academy, rather than using an early literacy coach provided through
12 an intermediate school district if the early literacy coach and the
13 usage of the early literacy coach otherwise meet the requirements
14 of this section.

15 (3) Subject to subsection (14), a school district or public
16 school academy shall provide reading intervention programs for
17 pupils in grades K to 3, including at least all of the following:

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

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

26 (ii) Periodically screens and monitors the progress of each
27 pupil's reading skills, at least 3 times per year.

28 (iii) Provides evidence-based core reading instruction that is
29 comprehensive and meets the majority of the general education

1 classroom needs.

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

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

6 (B) Provides intensive development in the 5 major reading
7 components: phonemic awareness, phonics, fluency, vocabulary, and
8 comprehension.

9 (C) Is systematic, explicit, multisensory, and sequential.

10 (D) Is implemented during regular school hours in addition to
11 regular classroom reading instruction.

12 (v) Provides parents, legal guardians, or other providers of
13 care for the pupil with a "Read at Home" plan, including parent,
14 guardian, or care provider training workshops and regular home
15 reading.

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

19 (vii) Documents any dissenting opinions expressed by school
20 personnel or a parent or legal guardian concerning the individual
21 reading improvement plan provided for the pupil under subsection
22 (2) (b) .

23 (b) For grade 3 pupils exhibiting a reading deficiency as
24 determined by the pupil's teacher through the diagnostic reading
25 assessment system selected by the school district or public school
26 academy under subsection (2) (a), a reading intervention program
27 intended to correct the identified area or areas of reading
28 deficiency and that includes all of the following features as
29 needed by the individual pupil:

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

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

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

10 (iv) Provides administration of ongoing progress monitoring
11 assessments to frequently monitor pupil progress.

12 (v) Provides supplemental evidence-based reading intervention
13 delivered by a teacher, tutor, or volunteer with specialized
14 reading training that is provided before school, after school,
15 during school hours but outside of regular English language arts
16 classroom time, or any combination of these.

17 (vi) Provides parents, legal guardians, or other providers of
18 care for a pupil with a "Read at Home" plan, including parent,
19 guardian, or care provider training workshops and regular home
20 reading.

21 (vii) Documents efforts by the pupil's school to engage the
22 pupil's parent or legal guardian and whether or not those efforts
23 were successful.

24 (viii) Documents any dissenting opinions expressed by school
25 personnel or a parent or legal guardian concerning the individual
26 reading improvement plan provided for the pupil under subsection
27 (2) (b) .

28 (c) Subject to subsection (15), for pupils identified as
29 English language learners by the pupil's teacher or by the

1 diagnostic reading assessment selected by the school district or
2 public school academy under subsection (2) (a), intervention
3 services that include at least all of the following:

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

6 (ii) Instruction in academic vocabulary.

7 (iii) Instruction in the 5 major reading components listed in
8 subdivision (a) (iv) (B).

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

11 (4) For all pupils exhibiting a reading deficiency as
12 determined by the pupil's teacher through the diagnostic reading
13 assessment system selected by the school district or public school
14 academy under subsection (2) (a), school districts and public school
15 academies are encouraged to offer summer reading camps staffed
16 with, **before the effective date of the amendatory act that added**
17 **section 1249c, highly effective, or, on or after the effective date**
18 **of the amendatory act that added section 1249c, effective** teachers
19 of reading, as determined by the teacher evaluation system under
20 section 1249, providing reading intervention services and supports
21 to correct pupils' identified areas of reading deficiency.

22 (5) ~~Beginning~~ **Subject to subsection (17), beginning** with
23 pupils enrolled in grade 3 during the 2019-2020 school year, all of
24 the following apply:

25 (a) Subject to subsection (6), the superintendent of the
26 school district or chief administrator of the public school academy
27 in which the pupil is enrolled shall ensure that a pupil whose
28 parent or legal guardian has been provided with the notification
29 under subdivision (d) is not enrolled in grade 4 until 1 of the

1 following occurs:

2 (i) The pupil achieves a reading score that is less than 1
3 grade level behind as determined by the department based on the
4 grade 3 state English language arts assessment.

5 (ii) The pupil demonstrates a grade 3 reading level through
6 performance on an alternative standardized reading assessment
7 approved by the superintendent of public instruction.

8 (iii) The pupil demonstrates a grade 3 reading level through a
9 pupil portfolio, as evidenced by demonstrating competency in all
10 grade 3 state English language arts standards through multiple work
11 samples.

12 (b) Subject to subsection (6), if a child younger than 10
13 years of age seeks to enroll for the first time in a school
14 district or public school academy in grade 4, the superintendent of
15 the school district or chief administrator of the public school
16 academy shall not allow the child to enroll in grade 4 unless 1 of
17 the following occurs:

18 (i) The child achieves a grade 3 reading score as determined by
19 the department based on the reading portion of the grade 3 state
20 English language arts assessment.

21 (ii) The child demonstrates a grade 3 reading level through
22 performance on an alternative standardized reading assessment
23 approved by the superintendent of public instruction.

24 (iii) The child demonstrates a grade 3 reading level through a
25 pupil portfolio, as evidenced by demonstrating competency in all
26 grade 3 state English language arts standards through multiple work
27 samples.

28 (c) Not later than May 23 of each year or not later than 14
29 days after the department finalizes the scoring for the grade 3

1 state assessments, whichever is earlier, the department shall
 2 provide CEPI with the grade 3 state assessment scores for every
 3 grade 3 pupil enrolled in a public school in this state who was
 4 administered 1 or more of those assessments.

5 (d) Not later than June 1 of each year or not later than 14
 6 days after CEPI receives the grade 3 state assessment results from
 7 the department under subdivision (c), whichever is earlier, using
 8 those state assessment results, CEPI shall identify each pupil
 9 completing grade 3 that year who is subject to not being advanced
 10 to grade 4 due to the operation of subdivision (a) (i) and who is not
 11 eligible to enroll in grade 4 under subsection (6) (a), and shall
 12 notify the parent or legal guardian and the school district or
 13 public school academy of each of these pupils that the pupil is
 14 subject to being retained in grade 3. A school district or public
 15 school academy may also make its own notification to a parent or
 16 guardian in addition to the notification by CEPI. The notification
 17 by CEPI to a parent or legal guardian ~~shall~~**must** be by certified
 18 mail. The notification by CEPI ~~shall~~**must** clearly state at least
 19 all of the following:

20 (i) That, based on standardized testing, this state has
 21 determined that the pupil may be required to be retained in grade 3
 22 as provided under state law, with a reference to this section along
 23 with an explanation that even if the pupil is not eligible to
 24 enroll in grade 4 based on state assessments, the pupil may still
 25 be allowed to enroll in grade 4 if he or she demonstrates a grade 3
 26 reading level through performance on an alternative standardized
 27 reading assessment or through a pupil portfolio.

28 (ii) That the parent or legal guardian has the right to request
 29 a good cause exemption under this section that, if granted, will

1 allow the pupil to enroll in grade 4 in the next school year.

2 (iii) That the parent or legal guardian must request the good
3 cause exemption within 30 days after the date of the notification
4 by CEPI and must direct the request to the school district or
5 public school academy in which the parent or legal guardian intends
6 to enroll the pupil for grade 4.

7 (iv) That the parent or legal guardian has the right to request
8 a meeting with school officials to discuss the retention
9 requirement under state law and the standards and processes for a
10 good cause exemption from that requirement.

11 (e) If a parent or legal guardian receives a notification from
12 CEPI under subdivision (d), the parent or legal guardian may
13 request a meeting with school officials to discuss the retention
14 requirement under state law and the standards and processes for a
15 good cause exemption from that requirement. If a parent or legal
16 guardian requests a meeting described in this subdivision, the
17 school official to whom the request is made shall ensure that an
18 appropriate school official is made available to the parent or
19 legal guardian for ~~such a~~ **the** meeting.

20 (f) If a pupil is not enrolled in grade 4 at the beginning of
21 a school year due to the operation of this subsection, then before
22 placing the child in grade 4 during the school year, an appropriate
23 school official of the pupil's school district or public school
24 academy shall provide written notification to the pupil's parent or
25 legal guardian of the proposed placement.

26 (6) Subject to subsection (11), if a pupil or child
27 demonstrates both of the following, then subsection (5) (a) and (b)
28 do not apply and he or she may be enrolled in grade 4:

29 (a) That he or she is proficient in all subject areas assessed

1 on the grade 3 state assessment other than English language arts,
2 as evidenced by his or her scores on those assessments.

3 (b) That he or she is proficient in science and social studies
4 as shown through a pupil portfolio and as determined by the teacher
5 who provided the grade 3 instruction to the pupil in science or
6 social studies, as applicable.

7 (7) ~~For~~ **Subject to subsection (17), for** a pupil who is not
8 promoted to grade 4 or a child who is not enrolled in grade 4 due
9 to the operation of subsection (5), and for a pupil or child
10 described in subsection (6) or (11), the school district or public
11 school academy shall provide a reading intervention program that is
12 intended to correct the pupil's specific reading deficiency, as
13 identified by a valid and reliable assessment. This program ~~shall~~
14 **must** include effective instructional strategies necessary to assist
15 the pupil in becoming a successful reader, and all of the following
16 features, as appropriate for the needs of the individual pupil:

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

18 (i) ~~A~~ **Before the effective date of the amendatory act that**
19 **added section 1249c, a** highly effective teacher of reading as
20 determined by the teacher evaluation system under section 1249. **On**
21 **or after the effective date of the amendatory act that added**
22 **section 1249c, an effective teacher of reading as determined by the**
23 **teacher evaluation system under section 1249.**

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

26 (iii) A reading specialist.

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

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

5 (d) Daily targeted small group or 1-to-1 reading intervention
6 that is based on pupil needs, determined by assessment data, and on
7 identified reading deficiencies and that includes explicit and
8 systematic instruction with more detailed and varied explanations,
9 more extensive opportunities for guided practice, and more
10 opportunities for error correction and feedback.

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

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

18 (g) Providing parents, legal guardians, or other providers of
19 care for the pupil with a "Read at Home" plan, including parent,
20 guardian, or care provider training workshops and regular home
21 reading.

22 (8) If the superintendent of the pupil's school district or
23 chief administrator of the pupil's public school academy, or his or
24 her designee, grants a good cause exemption from the requirements
25 of subsection (5)(a) for a pupil, then a pupil may be promoted to
26 grade 4 without meeting the requirements of subsection (5)(a). A
27 good cause exemption may be granted only according to the
28 procedures under subsection (10) and only for 1 of the following:

29 (a) The pupil is a student with an individualized education

1 program or with a section 504 plan and the pupil's individualized
 2 education program team or section 504 coordinator, as applicable,
 3 makes the decision to exempt the pupil from the requirements of
 4 subsection (5) (a) based upon the team's or coordinator's knowledge
 5 of the pupil.

6 (b) The pupil is a limited English proficient student who has
 7 had less than 3 years of instruction in an English language learner
 8 program.

9 (c) The pupil has received intensive reading intervention for
 10 2 or more years but still demonstrates a reading deficiency and was
 11 previously retained in kindergarten, grade 1, grade 2, or grade 3.

12 (d) The pupil has been continuously enrolled in his or her
 13 current school district or public school academy for less than 2
 14 years and there is evidence that the pupil was not provided with an
 15 appropriate individual reading improvement plan under subsection
 16 (2) (b) by the school district or public school academy in which the
 17 pupil was previously enrolled.

18 (e) The pupil's parent or legal guardian has requested a good
 19 cause exemption within the time period provided under subsection
 20 (10) (d) and the superintendent or chief administrator, or his or
 21 her designee, determines that the good cause exemption is in the
 22 best interests of the pupil.

23 (9) Subject to subsection (14), if a pupil is promoted to
 24 grade 4 due to a good cause exemption granted under subsection (8),
 25 the pupil remains eligible for reading intervention services
 26 designed to enable the pupil to achieve proficiency in reading. The
 27 services for a pupil described in this subsection ~~shall~~**must** be
 28 similar to those provided to pupils in grade 3 under this section.

29 (10) The superintendent of a school district or chief

1 administrator of a public school academy, or his or her designee,
2 shall grant a good cause exemption under subsection (8) only
3 through the following procedure:

4 (a) For a good cause exemption under subsection (8)(a) to (d),
5 at the request of the pupil's parent or legal guardian or upon the
6 teacher's own initiative, the pupil's grade 3 teacher submits to
7 the superintendent or chief administrator, or his or her designee,
8 a recommendation for a good cause exemption along with
9 documentation that indicates that a good cause exemption under
10 subsection (8)(a) to (d) applies to the pupil.

11 (b) For a pupil enrolled in a school operated by a school
12 district, the superintendent or his or her designee shall review
13 and discuss the recommendation with the pupil's grade 3 teacher
14 and, if the pupil has an individualized education program, with the
15 pupil's individualized education program team. After this
16 discussion, the superintendent or his or her designee shall make a
17 determination in writing of whether or not to grant the good cause
18 exemption for the pupil. The decision by the superintendent or his
19 or her designee is final.

20 (c) For a pupil enrolled in a public school academy, the chief
21 administrator of the public school academy, or his or her designee,
22 shall review and discuss the recommendation with the pupil's grade
23 3 teacher and, if the pupil has an individualized education
24 program, with the pupil's individualized education program team.
25 After this discussion, the chief administrator or his or her
26 designee shall make a determination in writing of whether or not to
27 grant the good cause exemption for the pupil. The decision by the
28 chief administrator or his or her designee is final.

29 (d) For a pupil for whom a request has been received from the

1 pupil's parent or legal guardian, as described in subsection
2 (8)(e), if the request is received within 30 days after the
3 notification by CEPI under subsection (5)(d), the superintendent of
4 the school district or chief administrator of the public school
5 academy, as applicable, or his or her designee, shall review the
6 request and any supporting information and shall consider whether
7 or not the good cause exemption is in the best interests of the
8 pupil. After this consideration, he or she shall make a
9 determination in writing of whether or not to grant the good cause
10 exemption. This determination ~~shall~~**must** be made and communicated
11 to the parent or legal guardian at least 30 days before the first
12 day of school for the school year. The decision of the
13 superintendent or chief administrator, or his or her designee, is
14 final.

15 (e) The superintendent of the pupil's school district or chief
16 administrator of the pupil's public school academy, or his or her
17 designee, shall notify the pupil's parent or legal guardian of the
18 determination and decision under subdivision (b), (c), or (d), as
19 applicable.

20 (11) For a pupil or child described in subsection (6) or a
21 pupil who has been granted a good cause exemption under subsection
22 (8), the school district or public school academy shall provide
23 intensive reading intervention, as described under subsection (7),
24 for the pupil until he or she no longer has a reading deficiency.

25 (12) A school district or public school academy shall not
26 require a pupil to repeat grade 3 more than once due to the
27 operation of this section.

28 (13) ~~Beginning June 4, 2019, if~~**If** a school district or public
29 school academy cannot furnish the number of teachers needed to

1 satisfy 1 or more of the criteria set forth in this section for a
 2 school year, then by the August 15 before the beginning of that
 3 school year the school district or public school academy shall
 4 develop a staffing plan for providing services under this section.
 5 The school district or public school academy shall post the
 6 staffing plan on its website for the applicable school year. The
 7 staffing plan ~~shall~~**must** include at least all of the following:

8 (a) A description of the criteria that will be used to assign
 9 a pupil who has been identified as not proficient in English
 10 language arts to a teacher.

11 (b) The credentials or training held by teachers currently
 12 teaching at the school.

13 (c) How the school district or public school academy will meet
 14 the requirements under this section.

15 (14) This section does not require or state an intention to
 16 require a school district or public school academy to supplant
 17 state funds with federal funds for implementing or supporting the
 18 activities under this section and does not prohibit a school
 19 district or public school academy from continuing to use federal
 20 funds for any of the purposes or activities described in this
 21 section.

22 (15) For pupils identified as English language learners by the
 23 pupil's teacher or by the diagnostic reading assessment selected by
 24 the school district or public school academy under subsection
 25 (2)(a), if available staff resources allow, a school district or
 26 public school academy is encouraged to provide the following
 27 intervention services in addition to those required under
 28 subsection (3)(c):

29 (a) Instruction in the pupil's native language, with

1 withdrawal of that instruction as appropriate as the pupil improves
 2 his or her English language skills. A school district or public
 3 school academy is encouraged to provide this support for at least
 4 pupils whose native language is Spanish, Chinese, Hindi, Korean, or
 5 Arabic.

6 (b) Opportunities for speech production.

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

9 (d) Feedback for the pupil, including explanations in his or
 10 her native language.

11 (16) Beginning in ~~2020,~~**2022**, not later than September 1 of
 12 each year, a school district or public school academy shall submit
 13 a retention report to ~~the center for educational performance and~~
 14 ~~information~~**CEPI** in the form and manner prescribed by ~~the center.~~
 15 **CEPI**. The retention report ~~shall~~**must** contain at least all of the
 16 following 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 **(17) Subsections (5) and (7) do not apply beginning on the**
 23 **effective date of the amendatory act that added this sentence**
 24 **through September 1, 2021. However, if, in the fall of the 2021-**
 25 **2022 school year, the school district, intermediate school**
 26 **district, or public school academy in which a grade 4 pupil is**
 27 **enrolled determines that the pupil is not proficient at a grade 3**
 28 **level in English language arts, the school district, intermediate**
 29 **school district, or public school academy shall provide that pupil**

1 with a reading intervention program described in subsection (7)
2 until the school district, intermediate school district, or public
3 school academy finds that the pupil is proficient at a grade 3
4 level in English language arts.

5 (18) ~~(17)~~—As used in this section:

6 (a) "CEPI" means the center for educational performance and
7 information created under section 94a of the state school aid act
8 of 1979, MCL 388.1694a.

9 (b) ~~(a)~~—"Evidence-based" means based in research and with
10 proven efficacy.

11 (c) ~~(b)~~—"Individualized education program" means that term as
12 described in R 340.1721e of the Michigan ~~administrative~~
13 ~~code~~ **Administrative Code**.

14 (d) ~~(c)~~—"Kindergarten" includes a classroom for young 5-year-
15 olds, commonly referred to as "young 5s" or "developmental
16 kindergarten".

17 (e) ~~(d)~~—"Reading deficiency" means scoring below grade level
18 or being determined to be at risk of reading failure based on a
19 screening assessment, diagnostic assessment, standardized summative
20 assessment, or progress monitoring.

21 (f) ~~(e)~~—"Reading leadership team" means a collaborative system
22 led by a school building's principal or program director and
23 consisting of a cross-section of faculty who are interested in
24 working to improve literacy instruction across the curriculum.

25 (g) ~~(f)~~—"Section 504 plan" means a plan under section 504 of
26 title V of the rehabilitation act of 1973, 29 USC 794.

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

- 1 (a) Senate Bill No. 260.
- 2
- 3 (b) Senate Bill No. 267.
- 4
- 5 (c) Senate Bill No. 268.
- 6
- 7 (d) Senate Bill No. 261.
- 8
- 9 (e) Senate Bill No. 262.
- 10
- 11 (f) Senate Bill No. 263.
- 12
- 13 (g) Senate Bill No. 264.
- 14
- 15 (h) Senate Bill No. 266.
- 16
- 17 (i) Senate Bill No. 56.
- 18 (j) Senate Bill No. 57.