

❖ **In accordance with the Literacy-Based Promotion Act of 2013, each public school student who exhibits a substantial deficiency in reading at any time, as demonstrated through:**

- a. performance on a reading screener approved or developed by the MDE, or
- b. through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3, or
- c. statewide end-of-year assessments or approved alternate yearly assessments in Grade 3,

must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency. A student who was promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act must be given intensive reading instruction and intervention. The intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade.

The intensive reading instruction and intervention must be documented for each student grades K-3 (and 4th grade students passed with Good Cause Exemption) in an individual reading plan (IRP) including, at the minimum, the following:

- The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;
- The goals and benchmarks for growth;
- How progress will be monitored and evaluated;
- The type of additional instruction services and interventions the student will receive;
- The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;
- The strategies the student's parent/guardian is encouraged to use in assisting the student to achieve reading competency; and,
- Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.

A dyslexia screener must be administered to all students during the spring of their kindergarten year and the fall of their first grade year. The screening must include the following components:

- a. Phonological awareness and phonemic awareness;
- b. Sound symbol recognition;
- c. Alphabet knowledge;
- d. Decoding skills;
- e. Encoding skills; and
- f. Rapid naming (quickly naming objects, pictures, colors, or symbols (letters or digits) aloud.