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	1	deficit in the phonological component of language that is	
	2	often unexpected in relation to other cognitive abilities and	
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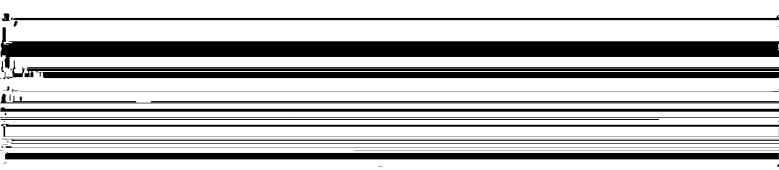
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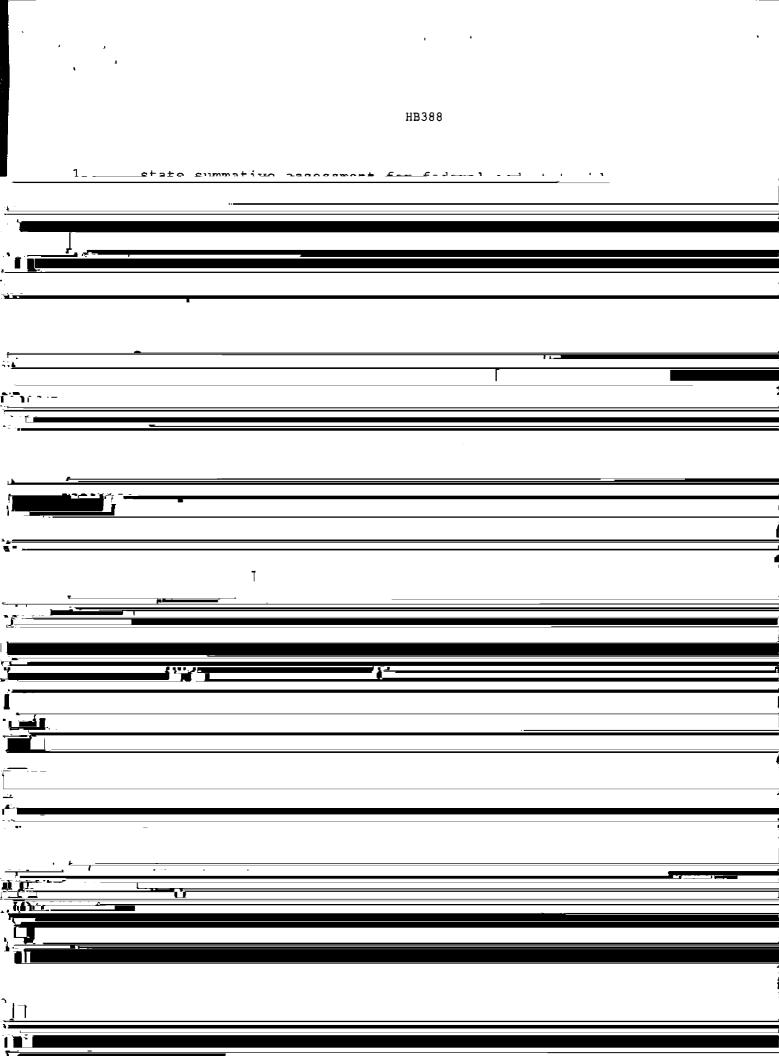
measurable performance growth, as determined by the task force established under subsection (a) of Section 3: (1) Administration and analysis of reading screening, formative, and diagnostic assessments to guide





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selecting the schools where a regional literacy specialist 1 shall serve. There shall be two levels of limited literacy 2 · • 2 _ * * * ------- -ŢŢ ł ٣ ΞĹ . 🕳 8 ٲ Ι. Ì, ш

	1	multisensory language instruction, such as Language Essentials
	2	for Teachers of Reading and Spelling, or a comparable
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1 multisensory language instruction, or comparable alternative 2 training approved by the State Board of Education. c. A minimum of two years of experience as a 3 successful elementary or literacy teacher. 4 d. A knowledge of scientifically based reading 5 6 research, special expertise in quality reading instruction and 7 intervention, dyslexia specific interventions, and data 现亡厅 ţ, T ٩. à ...

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1 (1) The State Superintendent of Education, or his or 2 her designee, shall certify that each Alabama Reading 3 Initiative regional literacy specialist or local reading specialist satisfies the minimum qualifications provided by 4 _____ c ___ c ___ . ļ. - .-... ī

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core reading program to all students based on the science of 1 reading which develops foundational reading skill 2 roadina 5 t=___ <u>finan</u> 1____ Γ_τ ĨŢ. г 'uu х |] Т.т. П **11**1 ... ĩ. school dietriat mar una 4 <u>а</u> T Г 1 - CPP . . Т <u>,</u>*- ₹ Ľ٦. 1

characteristics of dyslexia and all struggling readers. The reading intervention program shall do all of the following: (1) Provide explicit, direct instruction that is

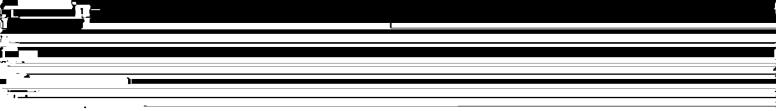
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1	(3) A description of the proposed evidence-based
2	reading interventions and supplemental instructional services
3	and supports that shall be proposed for discussion while
4	establishing the sťudent's reading improvement plan as
5	provided in subsection (d).

6 (4) Notification that the parent or legal guardian shall be informed in writing at least monthly of the progress 7

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	9	(5) Strategies and resources for the parent or legal
	10	guardian to use at home to help the student succeed in
	11	reading.
	12	(6) A statement that if the reading deficiency of

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receive an individual reading improvement plan no later than 30 days after the identification of the reading deficiency. (1) The reading improvement plan shall be created by

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4 the teacher, principal, other pertinent school personnel, and 5 the parent or legal guardian of the student, and shall 6 describe the cuidence-based reading intermention convicts

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1	structured language education, and teacher performance
2	evaluations.
3	(2) The highly effective teacher of reading shall
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3	Department of Education staff and the task force established
4	under subsection (a) of Section 3 to improve the reading
5	proficiency of public K-3 students and implementation of rules
6	adopted by the State Board of Education.
7	e. The implementation of rules adopted by the State
	Poard of Education nexts in the second
8	Board of Education pertaining to dyslexia.
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1	provide all	of the following	s convice f	for third anada_	
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e. Frequent monitoring of the progress of the reading skills of each student throughout the school year and adjusting instruction according to student need.

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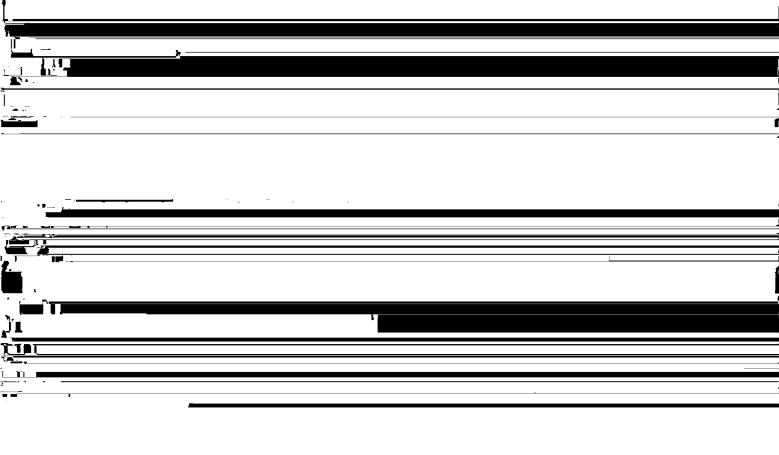
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1 Education and the task force established under subsection (a) of Section 3 shall establish criteria for the minimum 2 essential standards and the student reading portfolios and a 3 definition of what constitutes mastery of all third grade 4 5 state reading standards.

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	1	shall include a statement identifying which good cause
	2	exemption is requested, as well as the existing reading
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teacher of reading who has received training in the science of

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(4) The total number and percentage of students 1 starting third grade with a reading deficiency, which shall 2 3 include the specific area of reading deficiency if 17 100 1 . U w 1] <u>د</u> د э. **۲**_ <u>__</u> <u>i a c</u> ا تار ا

1 (12) By school, the number of teachers who are 2 participating in or have completed professional development in 3 the science of reading and who hold advanced certifications in 4 those areas.

5 (13) By school, the number of teachers who have 6 completed training in dyslexia awareness, multisensory 7 strategies, and satisfy the definition of a dyslexia 8 interventionist as defined by rule of the State Board of 9 Education.

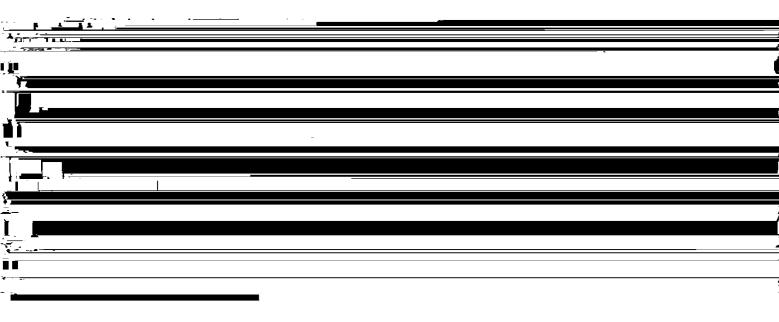
(n) The State Superintendent of Education shall

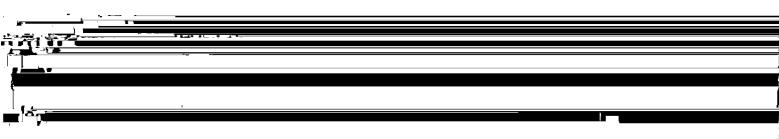
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information required for those institutions to comply with 1 2 council for the accorditation of advantage and according | 1 Í <u></u> r Ĭ . . <u>йри</u> m • — . ۱ <u>*</u>_____ ----المراجع المع v

no less than nine credit hours of reading or literacy
coursework, or both, based on the science of learning to read,
including multisensory strategies in foundation reading
skills. The nine credit hours of reading or literacy
coursework shall be incorporated within the current credit
hours currently approved for the degree program and not

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1	a. Oral lanquage development.
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6	f. Writing.
7	g. Comprehension.
8	Section 7. (a) The State Superintendent of Education
9	shall establish the Alabama Committee on Grade Level Reading.

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15	Senate	30-MAY-19	Amended and Passed
16	House	30-MAY-19	Concurred in Sen- ate Amendment
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