

GOVERNOR'S RECOMMENDATION

1. Line 157, enrolled, after *shall*

insert

*, in partnership with parents of students in the division, develop a reading intervention plan and*

2. Line 158, enrolled, after *performance on the*

strike

the remainder of line 158 and through *test* at the beginning of line 159

insert

*Phonological Awareness and Literacy Screening (PALS)*

3. Line 159, enrolled, after *diagnostic test*

insert

*administered at the end of grade two or the beginning of grade three*

4. Line 159, enrolled, after *Education*

strike

the remainder of line 159, all of line 160, and through *four* on line 161

insert

*to satisfy requirements of the Early Intervention Reading Initiative*

5. After line 167, enrolled

insert

*The local school division shall provide such reading intervention services, document that the reading deficiency has been remediated based on the student's performance on the Phonological Awareness and Literacy Screening (PALS), the Standards of Learning reading test, or any reading diagnostic test approved by the Department of Education prior to promoting the student from grade three to grade four. The results of all such testing and reading remediation shall be discussed with the student and the student's parent prior. The Board of Education shall develop the requirements for providing and documenting intervention services for each student needing remediation. The Board shall also develop "good-cause exemptions" that may permit a grade three student who at the end of the year demonstrates grade level deficiencies on the Phonological Awareness and Literacy Screening (PALS), the Standards of Learning reading test, or any reading diagnostic test approved by the Department of Education and has received the required reading intervention services to be promoted to the fourth grade, with required continued reading remediation in grade four.*