

HB 511 -- Every Child Can Learn Act

Sponsor: Nasheed

This bill establishes the Every Child Can Learn Act which requires, beginning July 1, 2012, all St. Louis City public schools, including charter schools, to use a response-to-intervention tiered approach to reading instruction for students whom the school determines to need additional or changed instruction to progress. At a minimum, the reading levels of students in kindergarten through tenth grade must be assessed at the beginning and middle of the academic year, and those scoring below district benchmarks must be provided with intensive, systematic reading instruction.

Every St. Louis City public school must annually, beginning January 1, 2012, prepare a personalized learning plan for any kindergarten or first grade student whose most recent school-wide assessment result shows that the student is reading at less than grade level with certain exceptions specified in the bill. The student's main teacher must consult with the student's parent or guardian about the plan and must have his or her written consent to implement it. If a student is still performing at less than grade level at the end of the first grade year, the school must refer the student for assessment to determine if an individualized education program is necessary. If it is determined that an individualized education program is not needed, the personalized learning plan for the student must continue until the student is reading at grade level.

If the student is reading below grade level at the end of second grade, he or she may progress to third grade only if additional summer instruction demonstrates readiness, the school provides a combined second/third grade classroom in which the student continues with the same teacher, or the student's parents sign a notice that they prefer to have their child promoted although he or she is reading below grade level. The school district, however, will have the final determination on the issue of retention.

A school district must provide in its annual report card information on the number and percentage by grade from first grade to tenth grade of promotions of students who have been determined as reading below grade level but prohibits the identification of an individual student in the reporting.