

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 451

BY EDUCATION COMMITTEE

AN ACT

RELATING TO EDUCATION; PROVIDING LEGISLATIVE INTENT; REPEALING SECTION 33-1614, IDAHO CODE, RELATING TO READING ASSESSMENT; AND AMENDING CHAPTER 16, TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW SECTION 33-1614, IDAHO CODE, TO PROVIDE FOR READING INSTRUCTION AND INTERVENTION AND RELATED PROVISIONS AND TO PROVIDE RULEMAKING AUTHORITY.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. LEGISLATIVE INTENT. The Legislature recognizes the importance of a comprehensive approach to ensure that students demonstrate reading proficiency by the end of their third-grade year of education. Reaching this major benchmark requires an important partnership between a parent and a child as the child develops listening and speaking skills in their early years that form the foundation for reading and writing. The greatest impact for ensuring student success in kindergarten through third grade is a productive collaboration among parents, trained teachers and schools. It is paramount that parents are informed about the status of their children's educational progress and that teachers and schools have the resources and support they need to effectively teach reading, assess student achievement, provide intervention when necessary and establish a solid foundation for a student's academic success.

SECTION 2. That Section [33-1614](#), Idaho Code, be, and the same is hereby repealed.

SECTION 3. That Chapter 16, Title 33, Idaho Code, be, and the same is hereby amended by the addition thereto of a NEW SECTION, to be known and designated as Section 33-1614, Idaho Code, and to read as follows:

33-1614. READING INSTRUCTION AND INTERVENTION. (1) It is the ultimate goal of the legislature that every student read at or above grade level by the end of grade 3. School districts shall offer a reading intervention program pursuant to section 33-1616, Idaho Code, to each kindergarten through grade 3 student who exhibits a reading deficiency on the statewide reading assessment pursuant to section 33-1615, Idaho Code, to ensure students can read at or above grade level at the end of grade 3. The reading intervention program shall be provided in addition to core reading instruction that is provided to all students in the general education classroom and must be in alignment with the Idaho comprehensive literacy plan. The reading intervention program shall:

(a) Be provided to all grade K-3 students identified with a reading deficiency as determined by the statewide reading assessments;

(b) Provide intensive development in phonemic awareness, phonics, fluency, vocabulary and text comprehension, as applicable to the grade level; and

1 (c) Monitor the reading progress of each student's reading skills  
2 throughout the school year and adjust instruction according to student  
3 needs. Monitoring may include both local and statewide assessments.

4 (2) Reading Improvement Plan. Any student in kindergarten through  
5 grade 3 who exhibits a deficiency in reading at any time based upon the  
6 statewide assessment shall receive an individual reading improvement plan  
7 no later than thirty (30) days after the identification of the reading de-  
8 ficiency. The reading improvement plan shall be created by the teacher,  
9 principal, other pertinent school personnel, including staff-assigned  
10 library duties if applicable, and the parent(s) or guardian(s) and shall de-  
11 scribe the reading intervention services the student will receive to remedy  
12 the reading deficit. Each student must receive intensive reading interven-  
13 tion until the student is determined to be proficient in reading for their  
14 grade level.

15 (a) Having made a good faith effort, should the school be unable to en-  
16 gage the parent or guardian in the development of the student's reading  
17 improvement plan within fifteen (15) days of notifying the parent, the  
18 school may move forward with the creation of the student's reading im-  
19 provement plan without parental participation.

20 (b) Any student who has been identified as not proficient through a lo-  
21 cal literacy assessment may also be put on a reading improvement plan.

22 (c) Students who are on a reading improvement plan and have been identi-  
23 fied through the statewide assessment to be at grade level may be tran-  
24 sitioned off of the reading improvement plan. Schools must notify the  
25 parents or guardians in advance of transitioning students off of their  
26 reading improvement plan.

27 (3) Parent Notification. The parent of any student in kindergarten  
28 through grade 3 who exhibits a deficiency in reading at any time during  
29 the school year must be notified in writing of the reading deficiency. The  
30 school district shall assist schools with providing written notification to  
31 the parent of any student who has not met grade-level proficiency.

32 (a) The initial notification must include the following:

33 (i) A statement that his or her student has been identified as  
34 having a deficiency in reading and a reading improvement plan will  
35 be established by the teacher, principal, other applicable school  
36 personnel and the parent(s) or guardian(s);

37 (ii) A description of the current services that are provided to  
38 the student; and

39 (iii) A description of the available reading intervention and sup-  
40 plemental instructional services and supports that could be pro-  
41 vided to the student that are designed to address the identified  
42 areas of reading deficiency.

43 (b) Following development of the plan, the parent will be provided  
44 with:

45 (i) A description of the reading intervention and supplemental  
46 instructional services and support that will be provided to the  
47 student that are designed to address the identified areas of read-  
48 ing deficiency; and

49 (ii) Strategies for parents to use at home in helping their stu-  
50 dent to succeed in reading.

- 1 (c) At the conclusion of each school year, or earlier if it has been  
2 determined that the student is proficient and is no longer in need of  
3 intervention, the parent or guardian will be updated on the student's  
4 progress, including any recommendation for placement.
- 5 (4) District Annual Reporting. Each school district shall report to  
6 the state department of education by October 1 of each year. The report shall  
7 contain the following information on the prior school year:
- 8 (a) By grade, the number and percentage of all students in grades K-3  
9 performing at the basic or below basic level on local and statewide as-  
10 sssments in reading; and
- 11 (b) By grade, the number and percentage of all students in grades K-3  
12 performing at the proficient or higher level on local and statewide as-  
13 sssments in reading.
- 14 (5) Department Responsibilities. The state department of education  
15 shall annually compile the information required along with state-level sum-  
16 mary information and annually report such information to the state board of  
17 education, the public, the governor and the legislature. The department  
18 shall provide technical assistance as needed to aid school districts in im-  
19 plementing the provisions of this section.
- 20 (6) The state board of education may promulgate rules for the adminis-  
21 tration and implementation of this section.