TESTIMONY FOR LITERACY
HB526

Mr. Chair, members of the Committee. For the record, Karen Echeverria, Executive Director of the Idaho School Boards Association.

We stand in support of HB526 and would ask that you send it to the floor with a do pass recommendation.

- As you know, this bill targets literacy intervention resources to students, grade K-3, who are reading below grade level. It enables school districts to serve more students with more resources.

- While school districts and charter schools will be required to submit their literacy intervention programs showing how students will be served, the legislation provides clear guidelines for those programs.

- The district's and charter's program must include a minimum of 60 additional hours of reading instruction for students (K-3) scoring below basic and a minimum of 30 hours for students (k-3) scoring basic on the statewide reading assessment administered in the fall.

- The program must include parent input and be in alignment with the Idaho comprehensive literacy plan.

- These provisions will assist districts and charters in creating intervention programs that meet student needs with innovation and involvement at home and school with teachers and parents working together to support students.

- It allows districts and charters flexibility to make choices on how best to serve their students but has accountability provisions requiring that they show they are making the right decisions to improve Idaho student literacy.

- Districts and charters have been providing literacy intervention to those students furthest from grade-level proficiency with little support from the state. H526 and the proposed $10.7 million for literacy intervention tells school districts and charter schools that the state is committed to improving student literacy.

For these reasons, we support HB526 and ask that you send it to the floor with a due pass recommendation

Thank you Mr. Chair and members of the committee. I appreciate your time today and I would be glad to stand for questions.