

All district students attending kindergarten through grade three (K-3) shall have their reading skills assessed by a local literacy assessment or a single statewide test (hereinafter referred to as “K-3 assessment test”) specified by the state board of education and administered by individuals other than the regular classroom teacher who have been properly trained by the State Department of Education.

Appropriate district personnel shall review the K-3 assessment test results for the purpose of providing necessary interventions to sustain or improve the students’ reading skills.

This district will apply for an intervention program reimbursement based on a reporting procedure developed and administered by the State Department of Education.

READING/LITERACY INTERVENTION PROGRAM

The District shall offer an extended time literacy intervention program to each kindergarten through grade 3 student who exhibits a reading deficiency. The reading intervention program will consist of the following components:

1. Utilize proven effective research based substantial intervention;
2. Provide intensive development in phonemic awareness, decoding intervention, phonics, fluency, vocabulary and text comprehension, as applicable to the grade level;
3. Monitor the reading progress of each student’s reading skills throughout the school year and adjust instruction according to student needs.
4. May include online or digital instructional materials or programs or library resources;
5. A minimum of sixty (60) hours of supplemental instruction for student in kindergarten through grade 3 who score below basic on the reading screening assessment; and
6. A minimum of thirty (30) hours of supplemental instruction for student in kindergarten through grade 3 who score basic on the reading screening assessment.

READING IMPROVEMENT PLAN

Any student in kindergarten through grade 3 who exhibits a deficiency in reading at any time based upon the statewide assessment or local literacy assessment shall receive an individual reading improvement plan no later than thirty (30) days after the identification of the reading deficiency.

The reading improvement plan shall be created by the teacher, principal, other pertinent school personnel, including staff-assigned library duties if applicable, and the parent(s) or guardian(s)

and shall describe the reading intervention services the student will receive to remedy the reading deficit. Having made a good faith effort, should the school be unable to engage the parent or guardian in the development of the student's reading improvement plan within fifteen (15) days of notifying the parent, the school may move forward with the creation of the student's reading improvement plan without parental participation.

Each student must receive intensive reading intervention until the student is determined to be proficient in reading for their grade level. Students who are on a reading improvement plan and have been identified through the statewide assessment to be at grade level may be transitioned off of the reading improvement plan. The District shall notify the parents or guardians in advance of transitioning students off of their reading improvement plan.

PARENT NOTIFICATION

The parent or guardian of any student in kindergarten through grade 3 who exhibits a deficiency in reading at any time during the school year shall be notified in writing of the reading deficiency. The initial notification shall include the following:

1. A statement that his or her student has been identified as having a deficiency in reading and a reading improvement plan will be established by the teacher, principal, other applicable school personnel and the parent(s) or guardian(s);
2. A description of the current services that are provided to the student; and
3. A description of the available reading intervention and supplemental instructional services and supports that could be provided to the student that are designed to address the identified areas of reading deficiency.

Following development of the plan, the parent or guardian will be provided with:

1. A description of the reading intervention and supplemental instructional services and support that will be provided to the student that are designed to address the identified areas of reading deficiency; and
2. Strategies for parents to use at home in helping their student to succeed in reading.

At the conclusion of each school year, or earlier if it has been determined that the student is proficient and is no longer in need of intervention, the parent or guardian will be updated on the student's progress, including any recommendation for placement.

STUDENT RECORDS

The assessment scores and interventions recommended and implemented shall be maintained in the permanent record of each student.

REPORTING

The District shall report to the Idaho State Department of Education by October 1 of each year the following information on the prior school year:

1. By grade, the number and percentage of all students in grades kindergarten through third performing at the basic or below basic level on local and statewide assessments in reading; and
2. By grade, the number and percentage of all students in grades kindergarten through third performing at the proficient or higher level on local and statewide assessments in reading.



LEGAL REFERENCE:

Idaho Code Sections

- 33-1614 – Reading Instruction and Intervention
- 33-1615 – Reading Assessment
- 33-1616 – Literacy Intervention
- 33-1207A – Teacher Preparation

ADOPTED: MARCH 8, 2017

AMENDED: