

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 731

BY EDUCATION COMMITTEE

AN ACT

1 RELATING TO EDUCATION; AMENDING SECTION 33-1802, IDAHO CODE, TO DEFINE
2 TERMS; AMENDING CHAPTER 18, TITLE 33, IDAHO CODE, BY THE ADDITION OF A
3 NEW SECTION 33-1811, IDAHO CODE, TO ESTABLISH PROVISIONS REGARDING CER-
4 TAIN DYSLEXIA INTERVENTIONS; AND DECLARING AN EMERGENCY AND PROVIDING
5 AN EFFECTIVE DATE.
6

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

8 SECTION 1. That Section 33-1802, Idaho Code, be, and the same is hereby
9 amended to read as follows:

10 33-1802. DEFINITIONS. As used in this chapter:

11 (1) "Dyslexia" means a specific learning challenge that is neurolog-
12 ical in origin. It is characterized by difficulties with accurate or flu-
13 ent, or both, word recognition and by poor spelling and decoding abilities,
14 which typically result from a deficit in the phonological component of lan-
15 guage that is often unexpected in relation to other cognitive abilities and
16 the provision of effective classroom instruction.

17 (2) "Dyslexia screening tools" means assessments in the areas of phono-
18 logical awareness skills, phonemic decoding efficiency, rapid automatic
19 naming skills, encoding ability, and sight work reading efficiency skills in
20 order to identify students that demonstrate characteristics of dyslexia or
21 other reading difficulties.

22 (3) "Idaho comprehensive literacy plan" means the state board of ed-
23 ucation-approved, evidence-based plan outlining the minimum statewide
24 literacy comprehension expectations and framework. This plan shall include
25 details on data literacy, the statewide reading assessment, and best prac-
26 tices.

27 (24) "Local education agency" or "LEA" means a school district, includ-
28 ing charter school districts, or a public charter school identified as an LEA
29 pursuant to chapter 52, title 33, Idaho Code.

30 (35) "Statewide reading assessment" means the state board of educa-
31 tion-approved assessment for facilitating continuous improvement, tailor-
32 ing student-level instruction, and providing summative results.

33 SECTION 2. That Chapter 18, Title 33, Idaho Code, be, and the same is
34 hereby amended by the addition thereto of a NEW SECTION, to be known and des-
35 ignated as Section 33-1811, Idaho Code, and to read as follows:

36 33-1811. DYSLEXIA. (1) The state department of education shall iden-
37 tify reliable, valid, evidence-based screening tools and intervention prac-
38 tices to evaluate the literacy skills of students enrolled in kindergarten
39 through grade 5 for characteristics of dyslexia and shall provide profes-
40 sional development in multisensory-structured literacy approaches.

1 (2) Starting in the 2022-2023 school year, and each year thereafter,
2 the state department of education will administer a statewide tier 1
3 dyslexia screening measure for identifying students with characteristics
4 of dyslexia in kindergarten through grade 3. The fall administration of the
5 statewide reading assessment shall be used as the tier 1 screening measure
6 for students in kindergarten through grade 3. The state department of educa-
7 tion shall support local education agencies in implementing tier 1 screeners
8 for students in grades 4 and 5. A local education agency must administer a
9 tier 2 dyslexia diagnostic measure to students in kindergarten through grade
10 5 who have been identified as having characteristics of dyslexia based on
11 the tier 1 screening measure or who have been identified by their classroom
12 teacher or at the request of the student's parent or guardian. All parents or
13 guardians of students identified with characteristics of dyslexia shall be
14 notified and provided with the local education agency's options for school
15 interventions.

16 (3) Local education agencies shall provide evidence-based inter-
17 ventions in alignment with the Idaho comprehensive literacy plan and the
18 state dyslexia handbook for any students identified with characteristics of
19 dyslexia. The state department of education will provide technical assis-
20 tance by:

21 (a) Providing local education agencies with guidance and resources
22 for general education teachers and school teams to identify charac-
23 teristics of dyslexia and to provide intervention and remediation to
24 students;

25 (b) Identifying reliable, valid, and evidence-based tools and multi-
26 sensory-structured literacy approaches for students in kindergarten
27 through grade 5 that have been identified with characteristics of
28 dyslexia;

29 (c) Identifying reliable, valid, and evidence-based tier 2 screening
30 and diagnostic measures for use by local education agencies; and

31 (d) Developing reporting mechanisms for local education agencies to
32 submit information and required data as determined by the state board
33 of education for evaluating the effectiveness of the intervention pro-
34 grams.

35 (4) The state department of education shall maintain a list of courses
36 that fulfill the professional development requirements prescribed in this
37 section. The list may consist of online or classroom learning models. Each
38 identified course must align with the Idaho comprehensive literacy plan and
39 the state dyslexia handbook. Such courses must be multisensory-structured
40 literacy professional development for teachers in evidence-based dyslexia
41 screening and intervention practices for identifying characteristics of
42 dyslexia and understanding the pedagogy for instructing students with
43 dyslexia.

44 (a) No later than the beginning of the 2023-2024 school year, each in-
45 structional staff member and instructional coach employed by a local
46 education agency involved in the instruction of students in kinder-
47 garden through grade 5, including those providing special education
48 instruction, shall be required to have received professional develop-
49 ment specific to providing instruction and intervention to students
50 with characteristics of dyslexia.

1 (b) No later than the beginning of the 2023-2024 school year, all teach-
2 ers, administrators and school counselors with an instructional cer-
3 tificate in grades 6 through 12 shall be required to have received pro-
4 fessional development on the characteristics of dyslexia.

5 (c) No later than the beginning of the 2025-2026 school year, all Idaho
6 teachers or administrators with an all subjects (K-8) endorsement, ex-
7 ceptional child generalist endorsement, blended early childhood/early
8 childhood special education endorsement, administrator certificate,
9 or school counselor certificate serving students in kindergarten
10 through grade 5 will be required to earn one (1) or more credits of
11 professional development identifying characteristics of dyslexia and
12 understanding the pedagogy for instructing students with dyslexia and
13 providing dyslexia-focused interventions to recertify.

14 SECTION 3. An emergency existing therefor, which emergency is hereby
15 declared to exist, this act shall be in full force and effect on and after
16 July 1, 2022.