

IN THE SENATE

SENATE BILL NO. 1280

BY EDUCATION COMMITTEE

AN ACT

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

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

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

9 33-1802. DEFINITIONS. As used in this chapter:

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

16 (2) "Idaho comprehensive literacy plan" means the state board of ed-  
17 ucation-approved, evidence-based plan outlining the minimum statewide  
18 literacy comprehension expectations and framework. This plan shall include  
19 details on data literacy, the statewide reading assessment, and best prac-  
20 tices.

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

24 (34) "Statewide reading assessment" means the state board of educa-  
25 tion-approved assessment for facilitating continuous improvement, tailor-  
26 ing student-level instruction, and providing summative results.

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

30 33-1811. DYSLEXIA. (1) The state department of education shall  
31 identify reliable, valid, universal, and evidence-based screening, inter-  
32 vention measures, and professional development that evaluate the literacy  
33 skills of students enrolled in kindergarten through grade 5 using a multi-  
34 sensory structured literacy program for students with characteristics of  
35 dyslexia.

36 (2) Starting in the 2022-2023 school year, the state department of  
37 education shall administer a statewide tier 1 dyslexia screening measure  
38 for identifying students with characteristics of dyslexia. Starting in the  
39 2023-2024 school year and each school year thereafter, the state department  
40 of education shall administer a tier 1 and tier 2 dyslexia screening measure.

1 The tier 1 dyslexia screening measure shall be administered to all students  
2 enrolling in a local education agency for the first time in kindergarten  
3 through grade 5. A local education agency may administer a tier 2 dyslexia  
4 screening measure to students who were identified based on the tier 1 screen-  
5 ing measure as having characteristics of dyslexia, who have been identified  
6 by their classroom teacher, or at the request of the student's parent or  
7 guardian. All parents or guardians of students identified with character-  
8 istics of dyslexia shall be notified and provided with the local education  
9 agency's options for school interventions.

10 (3) Local education agencies shall provide evidence-based interven-  
11 tions in alignment with the Idaho comprehensive literacy plan and any sup-  
12 porting documents applicable to students identified with characteristics of  
13 dyslexia. The state department of education shall provide technical assis-  
14 tance by:

15 (a) Assisting local education agencies in establishing multidisci-  
16 plinary teams to support the identification, intervention, and remedi-  
17 ation of dyslexia;

18 (b) Developing reporting mechanisms for local education agencies to  
19 submit information and required data as determined by the state board  
20 of education for evaluating the effectiveness of the dyslexia interven-  
21 tion programs; and

22 (c) Identifying reliable, valid, universal, and evidence-based  
23 screening and intervention measures that evaluate the literacy skills  
24 of students enrolled in kindergarten through grade 5 using a multisen-  
25 sory structured literacy program.

26 (4) The state department of education shall provide multisensory  
27 structured literacy program professional development for teachers in  
28 evidence-based dyslexia screening and intervention practices. Each ap-  
29 proved course shall align with the Idaho comprehensive literacy plan, be  
30 evidence-based, and require instruction and training for identifying char-  
31 acteristics of dyslexia and understanding the pedagogy for instructing  
32 students with dyslexia.

33 (a) No later than the beginning of the 2023-2024 school year, each  
34 instructional staff member employed by a local education agency who  
35 provides instruction for students in elementary grades, including  
36 those providing special education instruction, shall be required to  
37 have completed one (1) or more semester credits in professional devel-  
38 opment specific to providing instruction and intervention to students  
39 with characteristics of dyslexia.

40 (b) No later than the beginning of the 2025-2026 school year, all in-  
41 structional certificates will require one (1) or more credits toward  
42 recertification in identifying characteristics of dyslexia and un-  
43 derstanding the pedagogy for instructing students with dyslexia and  
44 providing dyslexia-focused interventions.

45 (c) The state department of education shall maintain a list of courses  
46 that fulfill the professional development requirements prescribed in  
47 this section. The list may consist of online or classroom learning  
48 models. Each identified course must align with the Idaho comprehensive  
49 literacy plan and any supporting documents applicable to students iden-  
50 tified with characteristics of dyslexia.

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