

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 566

BY EDUCATION COMMITTEE

AN ACT

1 RELATING TO EDUCATION; AMENDING SECTION 33-1618, IDAHO CODE, TO REVISE PRO-
2 VISIONS REGARDING ASSESSMENT EXEMPTIONS; AMENDING SECTION 33-1811,
3 IDAHO CODE, TO REVISE A PROVISION REGARDING A CERTAIN SCREENING MEA-
4 SURE; 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 33-1618, Idaho Code, be, and the same is hereby
8 amended to read as follows:

9 33-1618. ASSESSMENT ~~EXCEPTION~~ EXEMPTION. A student who has not been
10 enrolled for two (2) full school years in an elementary or secondary school
11 in the United States and who scores less than a level ~~four (4)~~ two (2) on
12 the state English language proficiency assessment used to determine Eng-
13 lish language proficiency may be ~~excluded~~ exempted from requirements to
14 participate in Idaho's direct writing assessment and in Idaho's direct
15 mathematics assessment if the parent or guardian of such student and the
16 student's teacher agree that such an exclusion is educationally appropriate
17 for the student. the Idaho reading indicator assessment required under the
18 provisions of this title. Each school shall determine whether a student
19 will be exempted from the Idaho reading indicator assessment before the fall
20 assessment date and shall not change such student's exemption status for the
21 remainder of that school year. A school may require any student who qual-
22 ifies for the exemption provided in this section to take the Idaho reading
23 indicator assessment if the school determines that such assessment is educa-
24 tionally appropriate or a necessary prerequisite for such student to qualify
25 for additional education services.

26 SECTION 2. That Section 33-1811, Idaho Code, be, and the same is hereby
27 amended to read as follows:

28 33-1811. DYSLEXIA. (1) The state department of education shall iden-
29 tify reliable, valid, evidence-based screening tools and intervention prac-
30 tices to evaluate the literacy skills of students enrolled in kindergarten
31 through grade 5 for characteristics of dyslexia and shall provide profes-
32 sional development in multisensory-structured literacy approaches.

33 (2) Starting in the 2022-2023 school year, and each year thereafter,
34 the state department of education will administer a statewide tier 1
35 dyslexia screening measure for identifying students with characteristics
36 of dyslexia in kindergarten through grade 3. The fall administration of the
37 statewide reading assessment shall be used as the tier 1 screening measure
38 for students in kindergarten through grade 3, except as provided in section
39 33-1618, Idaho Code. The state department of education shall support local
40 education agencies in implementing tier 1 screeners for students in grades 4

1 and 5. A local education agency must administer a tier 2 dyslexia diagnostic
2 measure to students in kindergarten through grade 5 who have been identified
3 as having characteristics of dyslexia based on the tier 1 screening measure
4 or who have been identified by their classroom teacher or at the request of
5 the student's parent or guardian. All parents or guardians of students iden-
6 tified with characteristics of dyslexia shall be notified and provided with
7 the local education agency's options for school interventions.

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

13 (a) Providing local education agencies with guidance and resources
14 for general education teachers and school teams to identify charac-
15 teristics of dyslexia and to provide intervention and remediation to
16 students;

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

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

23 (d) Developing reporting mechanisms for local education agencies to
24 submit information and required data as determined by the state board
25 of education for evaluating the effectiveness of the intervention pro-
26 grams.

27 (4) The state department of education shall maintain a list of courses
28 that fulfill the professional development requirements prescribed in this
29 section. The list may consist of online or classroom learning models. Each
30 identified course must align with the Idaho comprehensive literacy plan and
31 the state dyslexia handbook. Such courses must be multisensory-structured
32 literacy professional development for teachers in evidence-based dyslexia
33 screening and intervention practices for identifying characteristics of
34 dyslexia and understanding the pedagogy for instructing students with
35 dyslexia.

36 (a) No later than the beginning of the 2023-2024 school year, each in-
37 structional staff member and instructional coach employed by a local
38 education agency involved in the instruction of students in kinder-
39 garden through grade 5, including those providing special education
40 instruction, shall be required to have received professional develop-
41 ment specific to providing instruction and intervention to students
42 with characteristics of dyslexia.

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

47 (c) No later than the beginning of the 2025-2026 school year, all Idaho
48 teachers or administrators with an all subjects (K-8) endorsement, ex-
49 ceptional child generalist endorsement, blended early childhood/early
50 childhood special education endorsement, administrator certificate,

1 or school counselor certificate serving students in kindergarten
2 through grade 5 will be required to earn one (1) or more credits of
3 professional development identifying characteristics of dyslexia and
4 understanding the pedagogy for instructing students with dyslexia and
5 providing dyslexia-focused interventions to recertify.

6 SECTION 3. An emergency existing therefor, which emergency is hereby
7 declared to exist, this act shall be in full force and effect on and after
8 July 1, 2024.