Board Policy 2125: K-3 Reading Intervention

Status: ADOPTED

Original Adopted Date: 09/13/2016 | **Last Revised Date:** 11/10/2026 | **Last Reviewed Date:** 01/19/2021

The Gooding School District strives to ensure that all students read at or above grade level by the end of third grade. In order to achieve this goal the District shall establish a reading intervention program, in addition to core reading instruction, that is aligned with the State Board of Education's Comprehensive Literacy Plan. The District's reading intervention program will include research-based literacy instructional practices, student engagement, and effective interventions.

Definition

Idaho has adopted the International Literacy Association definition of literacy. Literacy is defined as the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines in any context.

Intervention Program

The District will provide a research based reading intervention program to all kindergarten through third grade students identified with a reading deficiency as determined by the statewide reading assessments.

The program will provide intensive development in phonemic awareness, phonics, fluency, vocabulary, text comprehension, and decoding intervention as applicable to the grade level.

The District will monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to student needs.

The program will provide a minimum of 60 hours of supplemental instruction for students in kindergarten through grade 3 who score below basic on the reading screening assessment and a minimum of 30 hours of supplemental instruction for students in kindergarten through grade 3 who score basic on the reading screening assessment.

Reading Improvement Plan

Any student in kindergarten through third grade who exhibits a deficiency in reading based upon the statewide assessment shall receive an individual reading improvement plan. Any student who has been identified as not proficient through a local literacy assessment may also be put on a reading improvement plan. The District shall notify the student's parents/guardians as outlined below once the deficiency has been identified and request their participation in developing the plan.

The reading improvement plan shall be created by the teacher, principal, parent(s)/guardian(s), and other pertinent school personnel, including staff assigned library duties, if applicable, no later than

30 days after the identification of the reading deficiency. The plan will describe the reading intervention services the student will receive to remedy the reading deficit.

If, after a good faith effort, the District is unable to engage the parent(s)/guardian(s) in the development of the student's reading improvement plan within 15 days of notification, school personnel may move forward with the creation of the student's reading improvement plan without parental participation.

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 parent(s)/guardian(s) in advance of transitioning students off of their reading improvement plan.

Parental Notification

The parent(s)/guardian(s) of any student in kindergarten through third grade who exhibits a deficiency in reading at any time during the school year shall be notified in writing of the student's reading deficiency.

The Board hereby directs the Superintendent or designee to assist schools with providing written notification to the parent(s)/guardian(s) of any student who has not met grade-level proficiency.

The initial notification must include the following:

1. A statement that their student has been identified as having a deficiency in reading and that a reading improvement plan will be established by the teacher, principal, other applicable school personnel and the parents/guardians;

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 parents/guardians 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/guardians 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 parents/guardians 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.

Literacy Training for School Board Members

All Trustees elected or appointed after July 1, 2021 shall participate in at least one board member orientation focused on:

1. State and District-level resources available for literacy intervention and improvements; and
2. School, District, and State level data available to track progress on student literacy proficiency and growth toward proficiency; and
3. How to set measurable goals for improving student proficiency.

Every Trustee shall participate in at least one board member orientation or the literacy intervention orientation and training provided by the State Board of Education.

Reporting

Annually by October 1, the District shall report to the Idaho State Department of Education 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.

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Legal References	**Description**
IC § 33-1805	Reading Instruction and Intervention
IC § 33-1806	Reading and Literacy Assessment
IC § 33-1807	Literacy Intervention Program
IC § 33-1809	Accountability and Continuous Improvement

Other References	**Description**
Idaho State Board of Education	Idaho Comprehensive Literacy Plan, December 2015 (last visited 10/16/2019)
ISBA Policy Services	https://www.idsba.org/member-services/policy/

Cross References

Code	Description
1315	District Planning
1650	New Board Member Workshop