



Senate Bill 349 (SB349)& House Bill 464

SB349 & HB464: Senate Bill 73 (SB 73) is sponsored by Senators Emery and O’Laughlin, and House Bill 464 is sponsored by Representative Kelley. These bills are updating current state statutes to include appropriate, scientific evidenced-based practices that help students with dyslexia and other reading deficiencies learn to read.

SB349 & HB464 propose:

- Pupils with dyslexia and/or at risk for reading deficiencies will be given a **“Structured literacy”, evidence-based reading success plan** (that addresses phonology, sound symbol association, syllable instruction, morphology, syntax, and semantics) and progress monitoring of the plan. Structured literacy is taught with systematic, cumulative, explicit, and diagnostic methods by teachers qualified to teach the specified programs.
- **“Structured literacy”** is what has been proven effective for children with dyslexia and other reading deficiencies.
- Parents to be notified of the results of the reading screenings done by school districts.
- The reading plans are **implemented in grades K- 4** to ensure students are on-track with their peers when students move from “learning to read” to “reading to learn”.
- **Reading “summer camps”** for public and charter schools to provide appropriate reading instruction and practice during summer school.
- Identified students to receive targeted reading instruction through graduation as deemed necessary.
- The school district must administer a local or statewide screening assessment within in the first 30 days of school.
- The parent must be notified in writing no later than 15 days after the identification of the reading deficiency, along with the services that are available.
- Any student with a reading deficiency must be giving a reading success program that is evidence-based and developed by school personnel and the parent, no later than 30 days after being identified of the reading deficiency.
- A description of the evidence-based reading interventions and support services must be developed and designed to remedy the reading deficiency.
- **The reading success program must be provided in addition to the core reading instruction** that is given to all students in the general education classroom.
 - DESE will develop guidelines to assist districts in formulating policies for reading success plans that must meet the needs of the students by ensuring that instruction is explicit and systematic and is based on the five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension.
- A **“read at home” plan should be developed for the parent** that includes participation in parent training workshops or parent-guided home reading



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SB349 & HB464 propose (cont'd):

- *School districts and charter schools are to provide:*
 - Training to all teachers in grades kindergarten through grade four about screening assessments;
 - A highly effective teacher of reading as demonstrated by student reading performance data and teacher performance evaluations;
 - Reading strategies or programs that are scientifically evidenced-based and have proven results in accelerating student reading achievement within the same school year;
 - Daily, targeted small group reading intervention based on the student's needs;
 - Frequent monitoring of the progress of each student's reading skills throughout the school year and adjustment of instruction according to the student's needs.
- Before or after school evidence-based reading intervention provided by a teacher or tutor with specialized reading training.
- Each student with a reading success plan, who is reading below the third grade level by the end of fourth grade must be eligible to attend summer school to receive reading instruction.
- Each school district/charter school is required to offer summer school reading instruction to any student with a reading success plan. This can be done through a cooperative arrangement with neighboring schools or through virtual schools.
- ***The reading success plan will continue for each student until such time as the student is reading on grade level or upon graduation.***
- The board of each district and charter school shall post the number and percentage of all students in grades three thru eight scoring at each proficiency level on the English language arts statewide assessment by building and by district.
- DESE is required to annually report the number and percentage of all students in grades three thru eight at each proficiency level on the English language arts statewide assessment by building and district to the State Board of Education, the public, the governor, and the Joint Committee on Education.