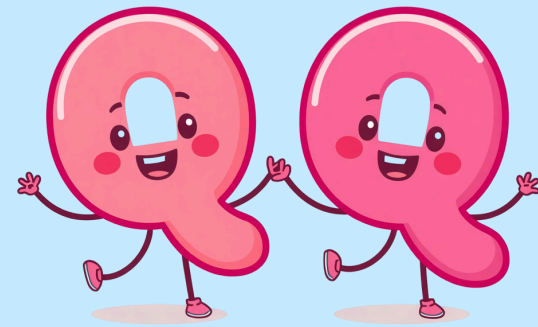
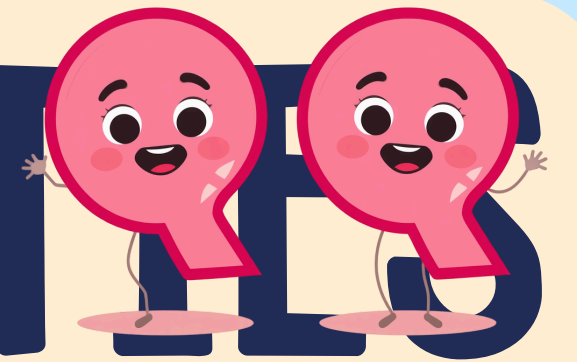




DISTRICT RESPONSIBILITIES



SB 241

ESTABLISHES A FRAMEWORK OF LITERACY INTERVENTIONS FOR K-3

GOAL

- by 2030, 80% of third grade students will be reading at grade level
 - according to the end of year Acadience assessment
 - grade level is defined as at or above benchmark
 - informally recognized as green or blue



Box Elder School District reached this goal this year!



TSSA IMPLICATIONS

allocates at least 50% of the school's total distribution for:

(i)evidence-based strategies and practices for addressing low literacy rates in alignment with the science of reading; and
(ii)reading interventions in accordance with Chapter 10, Part 8, Literacy Interventions.

- McKinley 74%
- Snowville 67%
- Lake View 63%



INDIVIDUAL READING PLANS-IRP



1. Plan

- a. deficiencies
- b. interventions
- c. opportunities for parents
- d. Progress monitoring
- e. Statement that if a student does not score at benchmark, they are subject to retention
- f. becomes part of the student's permanent record
- g. Aligned to Science of Reading (SoR) and best approach for the student

2. Meeting

- a. Held annually
- b. create a plan
- c. within 45 days of notification to parents of deficiency
- d. Student will be enrolled under a SoR trained teacher
- e. Kindergarten Well Below Benchmark at Middle of Year (MOY) and End of Year (EOY)
- f. 1st-3rd grade

3. Team

- a. Parent & if appropriate, student
- b. Teacher- SpEd, GenEd
- c. Literacy Specialist
- d. Others



RETENTION??

LEA'S MUST CONSIDER & DISCUSS WITH PARENTS



K

Well Below Benchmark (WBB)
MOY or EOY

1

WBB @EOY, &
IRP prior to EOY, &
does not make Above
Typical POP

2

WBB @EOY
Began WBB @BOY, or
IRP prior to EOY, &
does not make Above
Typical POP

3

Below Benchmark (BB) or
WBB @EOY Before 2030

After 2030- Must retain if
Exemptions do not apply
Continue to provide IRP in
4th



EXEMPTIONS

- Student is BB, but makes typical progress
- School provides intensive reading interventions between 3rd & 4th grade, student improves to benchmark
- Student is an ELL with fewer than 3 years in the ELL program
- Student has an IEP or 504, which indicates the assessment is not appropriate and the student has received intensive interventions for 2+ years
- Retained previously in grades K-3
- Student demonstrates proficiency on an alternative assessment
- Student portfolio- appropriate level of equivalent standard on other measures
- Student moved during 3rd grade without previous IRP
- Literacy team- good cause exemption, appeal