

**AN ORDINANCE ADDING CHAPTER 8, ARTICLE 7, SECTION 8-7.1:2 ENTITLED “READING INTERVENTION SERVICES” OF THE POLICIES OF THE SUFFOLK CITY SCHOOL BOARD - FIRST READING**

**BE IT ORDAINED**, by the School Board of the City of Suffolk, Virginia that Chapter 8, Article 7, Section 8-7-1:2 entitled “Reading intervention services” of the Policies of the Suffolk City School Board, be, and the same is hereby added as follows:

**Section 8-7.1:2. Reading intervention services.** — A. Reading intervention services are provided to students in kindergarten through grade eight who demonstrate substantial deficiencies based on their individual performance on the Standards of Learning reading assessment or a literacy screener provided by the Department of Education (the Department). Reading intervention services are consistent with evidence-based literacy instruction and aligned with science-based reading research and can be provided by reading specialists employed by the School Board. For each student who receives reading intervention services:

- (1) the reading intervention services are documented in the student’s reading plan;
- (2) a reading specialist, in collaboration with the student’s teacher(s), develops, oversees implementation of, and monitors student progress on the student’s reading plan;
- (3) the student’s parent is given the opportunity to participate in the development of the student’s reading plan and is given notice of the student’s reading plan;
- (4) the student’s parent is given notice before reading intervention services begin;
- (5) the student’s parent is given a copy of the student’s reading plan; and
- (6) the student is assessed again at the end of that school year using either the literacy screener provided by the Department or the grade-level reading Standards of Learning assessment.

**B. Each Student Reading Plan:**

- (i) follows the template created by the Department;
- (ii) documents the reading intervention services provided to the student;
- (iii) includes, at a minimum:
  - a. the student’s specific, diagnosed reading skill deficiencies as determined or identified by diagnostic assessment data or the literacy screener provided by the Department;
  - b. the goals and benchmarks for student growth in reading;
  - c. a description of the specific measures that will be used to evaluate and monitor the student’s reading progress;
  - d. the specific evidence-based literacy instruction that the student will receive;
  - e. the strategies, resources, and materials that will be provided to the student’s parent to support the student to make reading progress; and

- f. any additional services the teacher deems available and appropriate to accelerate the student's reading skill development; and
- (iv) may include, the following services for the student:
  - a. instruction from a reading specialist, trained aide, computer-based reading tutorial program, or classroom teacher with support from an aide;
  - b. extended instructional time in the school day or school year, or,
  - c. for students in grades six through eight, a literacy course, in addition to the course required by the Standards of Learning in English, that provides the specific evidence-based literacy instruction identified in the student's reading plan.

**Legal Authority** – Virginia Code §§ 22.1-1, 22.1-215.2, 22.1-253.13:1, 22.1-253.13:2, and 22.1-253.13:6. (1950), as amended.

**BE IT FURTHER ORDAINED** that all phrases, clauses, sentences, paragraphs, subsections, sections and chapters of the School Board's Policy Manual not amended or repealed shall remain in full force and effect.

**FIRST READING:** \_\_\_\_\_

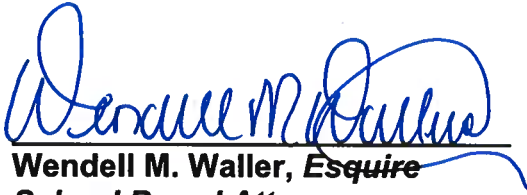
**SECOND READING:** \_\_\_\_\_

**EFFECTIVE DATE:** \_\_\_\_\_

**TESTE:** \_\_\_\_\_

**CLERK**

**Approved as to form and content:**

  
**Wendell M. Waller, Esquire**  
**School Board Attorney**