

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: October 10, 2024

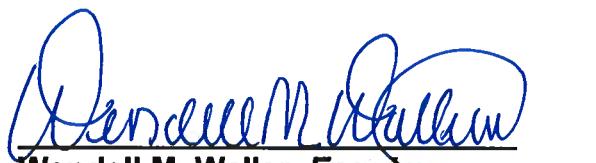
SECOND READING: _____

EFFECTIVE DATE: _____

TESTE: _____

CLERK

Approved as to form and content:


Wendell M. Waller, Esquire
School Board Attorney