

Early Literacy Targeted Interventions

Purpose and Goals

The Board of Trustees finds the ability to read at or above grade level is essential for educational success. The purposes of this policy are to:

- (a) provide parents with voluntary early literacy interventions for their children;
- (b) increase the number of children in the District who are reading proficient at the end of 3rd grade and in so doing help those children develop their full educational potential pursuant to Article X, section 1(1), of the Montana Constitution; and
- (c) foster a strong economic return for the state on early literacy investment through enhancing the District's skilled workforce and decreasing future reliance on social programs and the criminal justice system.

The Board of Trustees intends to collaborate with the Board of Public Education and Office of Public Instruction to achieve the purposes of this policy by gathering, analyzing, and making available outcome data and by continually refining the interventions to increase the efficacy and efficiency of each intervention.

Compliance

The early literacy targeted intervention strategies, programs, and services established, authorized, and implemented by this policy shall be in accordance with early childhood education standards at Title 10 Chapter 63 ARM. The early literacy targeted intervention strategies, programs, and services established, authorized, and implemented by this policy shall include, at minimum:

- (a) ongoing evaluation of student progress used to tailor instruction to specific student needs;
- (b) strategies to encourage, enhance, and honor parental involvement;
- (c) methods to employ and assign qualified staff to deliver programming who have completed a fingerprint based criminal background check in accordance with Policy 5120 and Policy 5122 and receive regular professional development in accordance with Policy 5121;
- (d) adherence to eligibility standards;
- (e) organization, when applicable, of classrooms which satisfy physical, supervision, safety, and capacity standards; and dedicated Trustee and administrative leadership in accordance with Policy 6110.

Child Evaluation

An eligible child is defined as a child who has been determined, through evaluation methodologies selected by the Board of Public Education or another research-based tool selected by the District, to be below a trajectory leading to reading proficiency at the end of 3rd grade. An eligible child may receive

early literacy targeted intervention provided by the District for the subsequent school year in accordance with this policy.

The Board of Trustees authorizes the District staff to administer evaluation methodologies in April, May, or June of each year to a child who will be 4 years of age or older on or before the following September 10. Students enrolling after the first day of school each year will be evaluated on a case-by-case basis.

A child shall not be evaluated to determine eligibility for early targeted literacy intervention without written parental consent.

Classroom-Based Programming

The Board of Trustees has established a full time classroom based early literacy targeted intervention program. The Board of Trustees authorizes the District staff to admit, enroll, and serve an eligible child who is 4 years of age or older on or before September 10 of the year in which the child is to participate in the program and who is not entering and who has not completed kindergarten in the District's classroom-based early literacy targeted intervention program. If a full-time program is established the District will allow a parent or guardian to enroll their child on a half-time basis. The classroom-based program shall foster parental engagement and be research-based and proven effective at developing early literacy skills in populations at risk of not being reading proficient at the end of 3rd grade.

Reporting and Funding

The Board of Trustees authorizes the District administration to include an eligible child participating in a classroom-based program in accordance with this policy in enrollment counts for the purpose of ANB calculations in the manner described in Policy 3121.

The Board of Trustees shall monitor the early literacy intervention programs and authorizes the District administration to report annually to the superintendent of public instruction on the efficacy of the program no later than July 15 of each year.

Cross Reference: Policy 2100 – School Calendar
Policy 3121- Enrollment and Attendance Calculation
Policy 5120- Hiring Practices
Policy 5121 –Professional Development
Policy 5122 -Fingerprint Background Checks
Policy 6110- Superintendent Responsibilities

Legal Reference: Article X, section 1(1), of the Montana Constitution
Title 20, Chapter 7, Part 18 – Early Literacy Targeted Interventions
Title 10 Chapter 63 ARM – Early Childhood Standards
Section 20-9-311, MCA – Calculation of ANB

Policy History:

Adopted on: May 13, 2024