

LITERACY REQUIREMENTS AND INTERVENTION POLICY

Code **IHAAA** Issued **1/10**

Purpose: To establish literacy as the highest educational priority of the Charleston eCounty sSchool District, require individualized intervention for students reading below grade level as determined by appropriate district data and establish conditions for promotion.

The requirements of this policy apply to every student except those ~~few students~~ whose permanent record reflects a properly identified and specifically diagnosed developmental or cognitive impairment, as specified within their Individualized Education Program (“IEP”), that prevents that student from being able to read as required by this policy.

The superintendent shall develop and implement a districtwide literacy intervention model for the purposes of identifying and addressing deficiencies.

Each year, the superintendent shall do the following.

- Report to the board at the conclusion of each school year the number and percentage of students reading below grade level in grades three through eight.
- Certify to the board that “Response to Intervention,” an evidence-based best practice, was implemented for all students reading below grade level. The superintendent may not promote a student that is reading below grade if the student is eligible for, but does not participate in, an intervention pathway. No student who is reading below grade level shall be promoted without notification to the parent/legal guardian.
- Identify and ensure the staffing, professional development, curriculum program supports and employee accountability needed to remediate and/or accelerate students’ literacy skills.
- ~~• Report the number of 10th, 11th and 12th grade students who have not passed the state exit exam in July of each year.~~

The superintendent shall create regulations describing the literacy intervention model and guidelines for promotion.

Adopted 1/25/10