

Revised Sample Policy

File: ILBC

NOTE: Colorado school districts are required by law to adopt a policy on this subject and the law contains some specific direction as to the content or language. This sample contains the content/language that CASB believes best meets the intent of the law. However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs.

Early Literacy and Reading Comprehension (Colorado READ Act)

The Board believes reading is the skill most closely associated with success in school. In accordance with this belief and state law, the district shall provide students enrolled in kindergarten, first, second, and third grades with instructional programming and interventions to enable these students, to the greatest extent possible, to achieve reading competency and attain the skills necessary to achieve the Board's and state's academic achievement goals.

The instructional programming and interventions shall be evidence-based and scientifically-based, and shall focus on reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension.

Assessments and READ plans

In accordance with the Colorado Reading to Ensure Academic Development Act (READ Act) and applicable State Board of Education rules, the district shall assess the reading readiness level of every kindergarten student and the literacy and reading comprehension level of every first, second and third grade student. If the assessment of the student indicates the student has a significant reading deficiency, a READ plan shall be developed for the student in accordance with this policy's accompanying regulation.

NOTE: If the district administers a reading assessment to kindergarten students during the first 60 days of the school year, it is not required to administer the literacy component of the school readiness assessment required by C.R.S. 22-7-1014 (1)(a). See, C.R.S. 22-7-1014 (2)(a), 22-7-1205 (1)(a.5).

NOTE: Subject to specific statutory parameters, the district may determine whether a student who is an English language learner takes the reading assessments required by the READ Act in English or in the student's native language, if there is an approved reading assessment in the student's native language. C.R.S. 22-7-1205 (1)(a.7). State law requires the district to notify the student's parents of specific information if the student takes the reading assessment in the student's native language. See, C.R.S. 22-7-1205 (1)(a.7)(I).

Student retention due to student's significant reading deficiency

NOTE: The READ Act requires the Board to adopt a policy regarding the decision to retain a student based upon the student's significant reading deficiency. C.R.S. 22-7-1202 (2). Thus, the Board must choose one of the following options.

[Option 1: Retention decision made in accordance with existing Board policy.]

The decision to retain a student due to the student's significant reading deficiency shall be made in accordance with the Board's policy concerning the promotion and retention of students and applicable law.

[Option 2: Retention decision made by school principal in consultation with the student's parents/guardians and school staff.]

The decision to retain a student due to the student's significant reading deficiency shall be made by the building principal, in accordance with applicable law and in consultation with the student's parent/guardian, the student's teacher and other appropriate school personnel.

NOTE: We recommend including the following two paragraphs regardless of whether the Board chooses Option 1 or 2 above.

The meeting to discuss the possible retention of a student with a significant reading deficiency and the notice required by the READ Act are addressed in this policy's accompanying regulation.

If a decision is made to promote a student to fourth grade even though the student continues to be identified as a student with a significant reading deficiency, the superintendent or superintendent's designee shall make the final decision regarding whether the student is promoted or retained.

Reporting

The district shall annually report to the Colorado Department of Education (CDE) the state-assigned student identifier for each student enrolled in the district who has a READ plan. Other information required by the READ Act and applicable State Board of Education rules shall also be reported to CDE.

The district shall also use the reported student data to develop and implement district and school improvement plans in accordance with the Education Accountability Act of 2009 and applicable State Board of Education rules.

(Adoption date)

LEGAL REFS.: C.R.S. 22-7-1201 *et seq.* (Colorado Reading to Ensure Academic Development (READ) Act)
C.R.S. 22-11-101 *et seq.* (Education Accountability Act of 2009)
1 CCR 301-1, Rules 2202-R-1.00 *et seq.* (State Board of Education rules for the Administration of the Accreditation of School Districts)
1 CCR 301-92, Rules 2202-R-1.00 *et seq.* (State Board of Education rules for the Administration of the Colorado Reading to Ensure Academic Development (READ) Act)

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
AED*, Accreditation
IK, Academic Achievement
IKE, Ensuring All Students Meet Standards (Promotion, Retention and
Acceleration of Students)

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