

Board Policy: Literacy

Status: DRAFT -

Original Adopted Date: PENDING | Last Revised Date: | Last Reviewed Date:

CLEAN DRAFT

The DeKalb County School District Board of Education affirms that literacy is a fundamental civil right and the foundation for academic achievement and post-secondary success.

Recognizing an urgent responsibility to address literacy gaps particularly among underperforming and historically underserved student groups, the Board establishes this policy to ensure a districtwide, coherent, and evidence-based approach to literacy instruction. Literacy achievement is a shared responsibility across the district and remains essential to ensuring every student is equipped for meaningful learning, expanded opportunities, and long-term success.

Literacy is the ability to make and share meaning by interpreting and creating print, digital, and multimodal texts through reading, writing, speaking, listening, viewing, and creating for varied purposes, audiences, and contexts. Grounded in the science of reading and writing, literacy develops through explicit, systematic instruction in foundational and disciplinary skills that enable fluent reading, effective writing, critical thinking, and purposeful communication across academic, civic, and real-world settings.

Cohesive System for Literacy Instruction

The Superintendent shall establish and maintain a districtwide literacy framework that ensures literacy is central to instructional practices across all schools and grade levels. The framework shall be aligned to state standards and applicable state law and shall reflect evidence-based instructional practices grounded in the science of reading. Intentional practices shall be implemented to reduce opportunity gaps and ensure every learner has access to high-quality literacy instruction.

. The framework shall include, but not be limited to, the following components:

- Clearly defined grade-level expectations which emphasize explicit, systematic, and cumulative instruction grounded in the science of reading.
- Ongoing identification and assessment of student literacy development, including the use of universal screening measures, to monitor progress and support accountability for student outcomes.
- Instructional practices that promote engagement with text, strengthen comprehension and critical thinking, and affirm students' linguistic, cultural, and academic identities.

- Integrated writing instruction that supports students' ability to communicate ideas clearly, effectively, and purposefully across content areas; and
- Targeted instructional supports are designed to address identified literacy needs and reduce the risk of students not meeting grade-level expectations and extend learning opportunities for students who have met or exceeded grade-level standards.

Resources and Professional Learning

The Superintendent shall ensure the provision of resources, professional learning, and systemwide support necessary to advance the district's literacy priorities.

This shall include:

- **Teacher Resources**
Educators shall have access to ongoing, high-quality professional learning and standards-aligned, evidence-based print and digital instructional resources that support effective literacy instruction across grade levels and content areas.
- **Student Resources**
A balanced combination of print and digital literacy materials that are developmentally appropriate, culturally responsive, and aligned to district and state expectations.
- **Monitoring Student Literacy Progress**
Student literacy development shall be monitored through districtwide assessment measures, including universal screening tools administered at designated intervals, to inform instruction and support continuous improvement.
- **Instructional Supports**
Evidence-based instructional supports shall be available to assist students who demonstrate gaps in literacy development and to provide extended learning opportunities for students performing on or above-grade-level expectations.
- **Human Capital and System Support**
Coordinated systems and personnel across district divisions to support school leaders and instructional staff, ensuring alignment, sustainability, and instructional coherence within the district's literacy framework.

The Board of Education shall monitor progress toward district literacy goals and ensure alignment of fiscal, human, and instructional resources with this policy. The Superintendent is authorized to establish administrative regulations and procedures necessary to implement and sustain a coherent, evidence-based literacy system across the DeKalb County School District.