

**Policy Number:****341.1****Title:****Reading Instruction**

---

The District Administrator, working in conjunction with other administrators and appropriate instructional staff, including the certified reading specialist(s) with primary authority for the monitoring of the District's reading curriculum, shall propose for School Board approval a program of reading goals for grades 4K through 12. Such a proposal shall be reviewed whenever the administration determines it prudent to revisit existing goals.

The District's reading goals, at a minimum, shall:

1. Be grounded in state and local standards for reading skills development and achievement;
2. Be reflected in the structure of the District's reading and language arts curriculum;
3. Include at least one goal regarding the integration of reading standards with the coursework that students undertake in other subject areas within the school curriculum;
4. Include at least one goal regarding the District's program of interventions and remedial reading services for students in need of such services in grades 4K through 12;
5. Include at least one goal regarding improving parent involvement in the techniques used to address the needs of students who have demonstrated a deficiency related to their reading skills; and
6. Establish targets for higher levels of future student achievement than the levels that are presently reflected in student assessments at the various grade levels.

The District Administrator shall ensure that each proposed reading goal is accompanied by a proposed method of evaluating progress toward reaching the goal.

Following approval by the Board, the District's reading goals shall be a part of the District's annual evaluation of the reading curriculum and the District's regular assessment of reading related needs across all instructional levels.

The Board encourages an approach to reading instruction, reading skills assessment, and the development and implementation of a reading curriculum that incorporates "response to intervention" principles, thereby facilitating differentiated and individualized skill development. This includes providing strategies, interventions, classes, or programs for advanced students and for students who may be struggling with reading and reading-related skills.

The Board recognizes that state law expressly requires the District to provide a program of remedial reading services or interventions under specified circumstances for students in 4K through grade 4. Accordingly, the District's efforts at assessing each student's skill levels and needs should begin with the District's initial contacts with the student, including, for example, in early childhood programs, in pre-kindergarten screening activities, and through the state-mandated assessment of reading readiness. When appropriate, students should also be referred for an evaluation under the special education laws to determine if a disability may be affecting the student's learning.

LEGAL REF: Wisconsin Statutes Section 118.015, Section 118.016, Section 121.02(1)(c)

Policy Adopted: May 4, 2015