

1 **6036**

2 **Reading Instruction and Intervention Services**

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4 The purpose of this policy is to facilitate reading instruction and intervention
5 services to address student reading needs, including, but not limited to,
6 dyslexia. It is the school district's goal that each student be able to read at
7 or above grade level by third grade.

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9 **Effective Reading Teachers.** It is the intent of the school district to
10 employ teachers for kindergarten through third grade who are effective
11 reading teachers as evidenced by (a) evaluations based on classroom
12 observations and student improvement on reading assessments or (b)
13 specialized training in reading improvement.

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15 **Reading Assessment.** Beginning in 2019-20, the school district will
16 administer a reading assessment approved by the Nebraska Department of
17 Education three times during the school year to all students in kindergarten
18 through third grade. Exceptions to this requirement include:

- 19 • Any student receiving specialized instruction for limited English
20 proficiency who has been receiving such instruction for less than two
21 years;
22 • Any student receiving special education services for whom such
23 assessment would conflict with the individualized education plan; and
24 • Any student receiving services under a plan pursuant to the
25 requirements of section 504 of the federal Rehabilitation Act of 1973,
26 29 U.S.C. 794, or Title II of the federal Americans with Disabilities Act
27 of 1990, 42 U.S.C. 12131 to 12165, as such acts and sections existed
28 on January 1, 2018, for whom such assessment would conflict with
29 such section 504 or Title II plan.

30 The first assessment must occur within the first 30 days of the school year.

31 Diagnostic assessments used within a supplemental reading intervention
32 program do not require Nebraska Department of Education approval.

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34 **Deficiency Identification.** Any student in kindergarten through third
35 grade performing below the threshold level as determined by the Nebraska
36 Department of Education shall be identified as having a reading deficiency
37 for purposes of the Nebraska Reading Improvement Act and this policy. A
38 student who is identified as having a reading deficiency shall remain
39 identified as having a reading deficiency until the student performs at or
40 above the threshold level on an approved reading assessment. Nothing in
41 the Nebraska Reading Improvement Act or this policy shall prohibit a school
42 district from identifying any other student as having a reading deficiency.

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Supplemental Reading Intervention Program. The school district will provide a supplemental reading intervention program to ensure that students can read at or above grade level at the end of third grade. The school district may work collaboratively with a reading specialist at the Nebraska Department of Education, with educational service units, with learning communities, or through interlocal agreements to develop and provide such supplemental reading intervention programs. Each supplemental reading intervention program must:

- Be provided to any student identified as having a reading deficiency;
- Be implemented during regular school hours in addition to regularly scheduled reading instruction unless otherwise agreed to by a parent or guardian; and
- Make available a summer reading program each summer for any student who has been enrolled in grade one or higher and is identified as continuing to have a reading deficiency at the conclusion of the school year preceding such summer reading program. The summer reading program may be held in conjunction with existing summer programs in the school district or in a community reading program not affiliated with the school district or may be offered online.

The supplemental reading intervention program may also include:

- Reading intervention techniques that are based on scientific research and best practices;
- Diagnostic assessments to frequently monitor student progress throughout the school year and adjust instruction accordingly;
- Intensive intervention using strategies selected from the following list to match the weaknesses identified in the diagnostic assessment:
 - Development in phonemic awareness, phonics, fluency, vocabulary, and reading comprehension;
 - Explicit and systematic instruction with detailed explanations, extensive opportunities for guided practice, and opportunities for error corrections and feedback; or
 - Daily targeted individual or small-group reading intervention based on student needs as determined by diagnostic assessment data subject to planned extracurricular school activities;
- Strategies and resources to assist with reading skills at home, including parent-training workshops and suggestions for parent-guided home reading; or
- Access to before-school or after-school supplemental reading intervention with a teacher or tutor who has specialized training in reading intervention.

85 **Parent/Guardian Notification.** The school will give notice in writing or by
86 electronic communication to the parent(s) or guardian(s) of any student
87 identified as having a reading deficiency within 15 working days of such
88 identification that the student has been identified as having a reading
89 deficiency and that an individual reading improvement plan will be
90 established and shared with the parents or guardians.

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92 **Reading Improvement Plan.** Any student who is identified as having a
93 reading deficiency will receive an individual reading improvement plan no
94 later than 30 days after the identification of the reading deficiency. The
95 reading improvement plan may be created by the teacher, the principal,
96 other pertinent school personnel, and the parents or guardians of the
97 student and shall describe the reading intervention services the student will
98 receive through the supplemental reading intervention program to remedy
99 the reading deficiency. The student must receive reading intervention
100 services through the supplemental reading intervention program until the
101 student is no longer identified as having a reading deficiency.

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103 **Reading Progress.** Each student in kindergarten through third grade and
104 his or her parent(s) or guardian(s) will be informed of the student's reading
105 progress within a reasonable time after the school district receives the
106 results from the student's approved reading assessment.

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108 Adopted on: July 10, 2019
109 Revised on: _____
110 Reviewed on: _____