

**Instruction****Basic Instructional Program****District Reading Instruction**

The Superintendent, 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 maintain a program of reading for grades kindergarten to 12.

The District's reading program, 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. Emphasize the integration of reading standards with the coursework that students undertake in other subject areas within the school curriculum, including writing and speaking.
4. Address the District's program of interventions and remedial reading services for students in need of such services throughout the grade levels.
5. Emphasize improving parent involvement in the techniques used to address the needs of students who have demonstrated a deficiency related to their reading skills.
6. At least in part, 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 Superintendent shall ensure that the reading program is evaluated annually through the analysis of reading data.

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

**Policy Approved:                      May 15, 1985**

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