

ECC Morgan School District Reading Achievement for K-3

Purpose of the Policy

The Board adopts this policy to ensure reading proficiency in Kindergarten through grade three.

Reading Achievement Plan

Each elementary school in the District shall, through its school community council, develop a reading achievement plan as described in Policy GE. The reading achievement plan includes a benchmark assessment, intervention, and reporting components. The school principal shall be responsible to provide leadership and allocate resources and support for teachers and students to implement the reading achievement plan and achieve the reading goals. The Board shall require the reading achievement plan be revised if the Board determines a school's students are not making adequate learning gains.

Utah Code Ann. § 53A-1-606.5 (2013)

Goal Achievement Reporting

In addition to the reports provided to parents under the reporting component of the reading achievement plan, the District shall annually provide parents with a copy of the student's comprehensive benchmark assessment, which includes measurements of reading performance.

Utah Code Ann. § 53A-1-607(5) (2009)

Reporting to the Board

The Superintendent shall annually report to The Board on the data and other information submitted to the State Board of Education relating to K-3 reading performance in the District at the District level and at the school level. The Board may use this information to work with the Superintendent to review and revise plans to enable the District to meet K-3 reading goals.

Utah Code Ann. § 53A-1-607(2) (2009)

Reading Below Grade Level

The District shall:

1. Notify a parent or guardian of a first, second, or third grade student, on or before February 15 of the school year, that the first, second, or third grade student is reading below grade level, as determined by multiple assessments administered pursuant to this part, and pursuant to rules enacted by the State Board of Education;
2. Provide focused individualized intervention to develop the reading skill;
3. Inform the parent or guardian of activities that he/she may engage in with the student to assist the student in improving reading proficiency;
4. Provide information to the parent or guardian of the student regarding reading remediation interventions available through the District; and
5. Provide focused reading remediation through appropriate individualized interventions that may involve a reading specialist, before and after school programs, or summer school assistance.

