

## **Instruction**

### **Reading/Language Arts**

Reading and language skills are integral parts of all phases of the learning process. Each individual, therefore, must learn to speak, read, write, and listen to words in order to function effectively in school and society. Since it is primarily with words that ideas and thoughts are communicated, it is imperative that the individuals develop competency in the reading and language arts areas for self-fulfillment, effective communication, creative expression, and to assume a productive role in society. Each individual must be provided with an educational program at his or her level of ability and achievement. Such a program will emphasize the differentiation of instruction, flexible grouping, and a multi-modality approach.

Annually, in the middle and at the end of the school year, the reading level of students in grades one through three, inclusive, shall be determined in relation to measures established by the State Board of Education. If a student is determined to be substantially deficient in reading based on the middle of the year evaluation, the parents/guardians shall be notified. A personal reading plan will be developed for the student based on the end of year evaluation. Such plan shall include measures to improve the students reading level, such as but not limited to, tutoring, a transitional class, or a summer reading program. Promotion of such student from grade to grade shall be based on documented progress in achieving the goals of the personal reading plan or demonstrated reading proficiency. The Principal must justify in writing to the Superintendent the decision to promote a student from third grade who is substantially deficient in reading. A personal reading plan shall be maintained for a student who is substantially deficient in reading until the student achieves a satisfactory level of proficiency.

**Legal Reference:**

Connecticut General Statutes

10-220a In-service training. Professional development. Institutes for educators. Cooperating and beginning teacher programs, regulations.

10-221h Plan to improve reading skills.

10-265g summer reading programs required for priority school districts. Evaluation of student reading level. Personal reading plans.

10-266p Priority school district grant program.

P.A. 99-288 An Act Concerning Education Accountability

New Policy adopted:  
/2003