



**Responsible Office:** Office of Academics

## **BOARD POLICY 6200**

### **LITERACY**

#### **PURPOSE**

The Board of Trustees (Board) establishes this Board Policy to assist in the development of students' abilities to speak, listen and communicate, think explore, and organize. A primary responsibility of the Washoe County School District (District) is to provide educational programs in literacy and related services for all students to achieve continued academic success.

#### **DEFINITIONS**

1. "College and career ready" is a high school graduate who is ready to pursue preparation for a highly-skilled career and is admissible to and prepared to succeed in first-year, credit-bearing classes without remediation at a two (2) or four (4) year college, technical or trade school, or apprenticeship program.
2. "Culturally Responsive Practices" connects students' cultures, languages, and life experiences with what they learn in school. These connections help students access rigorous curriculum and develop higher-level academic skills. "21<sup>st</sup> Century Competencies" is the skills and abilities deemed essential for a person to lead a successful life in the context of the demands of the 21<sup>st</sup> Century, such as the applied skills of critical thinking, creativity and innovation, communication, and collaboration (North Central Regional Educational Laboratory, 2009; Partnership for 21<sup>st</sup> Century Skills, 2011).
3. "Literacy" is the ability to use text to communicate by reading, writing, listening, and speaking. Literacy is not a subject in its own right but is fundamental to all areas of learning.

#### **POLICY**

1. The District must promote rigorous, high-quality, research-based instruction in literacy to ensure all students achieve academic success. A comprehensive literacy program should provide the following:

- a. Students with the necessary skills to read fluently and for meaning. This includes reading, writing, speaking, and listening in order to build strong communication skills;
  - b. Culturally responsive instructional practices; and
  - c. An expansive and diversified program to meet the rapidly changing social and economic environment of the 21<sup>st</sup> century, which requires competence in a range of new communication forms and media.
2. The Board recognizes that literacy constitutes the basic foundation for learning and seeks to provide students the basic skills needed to become proficient readers. The District shall:
- a. Provide high-quality effective instruction that prepares all students to become proficient readers, independent thinkers, and effective communicators;
  - b. Consistent with District assessment practice, identify literacy needs of students using data from ongoing and embedded assessment to ensure timely and equitable support and access to effective programs and pathways for academic success;
  - c. Incorporate explicit and systematic instruction in the skills, knowledge, and understandings required for students to be literate. Literacy is taught in a balanced and integrated way. Based on assessment data, teachers employ flexible grouping for specific instruction;
  - d. Prepare all students to graduate from high school with the ability to integrate literacy skills (reading, writing, listening, and speaking), which are necessary to pursue college or highly skilled career opportunities;
  - e. Provide ongoing professional learning opportunities focused on the Nevada Academic Content Standards to include the Nevada Integrated Technology Standards, consistent with the District's comprehensive professional development plan, which is geared to prepare all teachers for the diversity of literacy abilities in a classroom; and
  - f. Offer targeted support services and strong partnerships that ensure families are welcomed as full members of the educational community and in the educational decision-making process for students. In addition, the District decisions reflect the voices of ethnically and linguistically diverse parents.

3. The District's early literacy program is designed to ensure that students are able to read at a proficient level by the end of third grade. To reach this goal, a balanced and comprehensive Literacy/ English Language Arts program shall be developed and implemented that includes:
  - a. Skill development for beginning readers that includes phonemic awareness, phonics and decoding skills, and sufficient practice and repetition of these skills;
  - b. A literature, language, and comprehension program that includes a balance of oral and written language;
  - c. Ongoing diagnosis of individual students' skills; and
  - d. An early intervention program that provides assistance to children at risk of not meeting grade level proficiency.
4. The Board hereby directs the Superintendent to adopt an Administrative Regulation to implement and maintain the purpose of this Board Policy. The Superintendent shall include in the Administrative Regulation the following provisions:
  - a. Providing necessary support and intervention to students in need of remediation;
  - b. Ensuring literacy instruction and materials are aligned to the Nevada Academic Content Standards; and
  - c. Selecting instructional materials that are based on student learning and achievement data and are consistent with the District's instructional materials selection procedures.

#### **LEGAL REQUIREMENTS AND ASSOCIATED DOCUMENTS**

1. This Board Policy reflects the goals of the District's Strategic Plan and aligns/complies with the governing documents of the District, to include:
  - a. Board Policy 5025, Student Placement and Communication of Progress – Promotion, Acceleration, and Retention;
  - b. Board Policy 6160, Instructional Materials: Selection, Adoption, and Disposal;
  - c. Board Policy 6400, Assessment; and
  - d. Board Policy 6725, English Learners.

2. This Board Policy complies with Nevada Revised Statutes (NRS) and Nevada Administrative Code (NAC), to include:
  - a. Chapter 388, System of Public Instruction, and specifically:
    - i. NRS 388.157, Plan to improve literacy of pupils enrolled in certain grades: Contents;
  - b. Chapter 389, Academics and Textbooks; and
  - c. Chapter 392, Pupils, and specifically:
    - i. NRS 392.750 – 392.775, Literacy Requirements.
3. This Board Policy complies with federal laws and regulations, to include:
  - a. The Elementary and Secondary Education Act as reauthorized as the Every Student Succeeds Act

**REVISION HISTORY**

Date	Revision	Modification
12/10/2002	1.0	Adopted
6/24/2014	2.0	Revised: Converted to new format; title change to "Literacy"
1/15/2019	3.0	Revised: Added language related to early literacy
05/24/2022	4.0	Revised: Clarified language and formatted pursuant to BP 9070