

DISTRICT READING GOALS AND EARLY LITERACY PROGRAM

Policy 341.1

Sample Policy 2

Page 1 of 5

{This sample policy is an expanded version of PRG 341.1 Sample Policy 1. The additional content included in this sample is expressly identified by editor's notes. Like 341.1 Sample Policy 1, this sample addresses requirements found in state law related to formal district reading goals, annual evaluations of the reading curriculum, student reading readiness assessments, and a district early literacy remediation plan. The focus of the sample is on assigning relevant administrative responsibilities and on establishing specific expectations for board approval of the local reading goals and the remediation plan. The reading program goals approved by the board could be documented as an exhibit under this policy, incorporated into a local reading curriculum plan, or maintained in another prominent document that will ensure attention to the goals during the annual evaluation of the reading curriculum. IMPORTANT: This sample is not appropriate for union high school districts that do not operate elementary schools. UHS districts should refer to 341.1 Sample Policy 3.}

A critical overall objective for the District's reading program—through the District's educational programs, curricula, instructional methods, intervention strategies, and professional development activities—is to enable the District's educators to provide effective instruction in reading and literacy for all students, including providing timely and appropriate learning assistance to any student who may be experiencing difficulty with reading and related literacy skills. *{Editor's Note: This paragraph, which is not included in the shorter 341.1 Sample Policy 1, can be treated as optional.}*

District Reading Goals

{Editor's Note: The WASB recommends that school boards directly approve the local goals for their district's reading program as an exercise of important policy setting authority. Therefore, that is the approach reflected in this section. However, although not known with certainty, it might be sufficient for a board to expressly delegate final approval authority to the administration, perhaps at least requiring that the board receive specific advance notice of any amendments to the goals. This section would need to be modified if a board were to decide to pursue the delegation of final approval authority.}

The District shall maintain a program of reading goals for grades kindergarten to [insert the highest grade level offered in the district—either "8" or "12"]. Any changes to the District's reading goals shall be approved by the Board.

1. Upon a request made by the Board or at any other time that the District Administrator determines that it would be beneficial or prudent for the District to revisit its existing goals, the District Administrator shall propose specific amendments to the District's reading goals for the Board's consideration.
2. In developing a proposal to maintain or modify specific District reading goals, the District Administrator or a designee shall solicit input from [insert applicable position(s)—e.g., "other administrators who have curricular and instructional responsibilities, from multiple members of the District's instructional staff, and from at least one licensed reading specialist who has responsibilities related to the implementation of the District reading curriculum and who is directly involved in conducting the annual evaluation of the reading curriculum."] *{Editor's Note: This entire paragraph can be treated as optional.}*

DISTRICT READING GOALS AND EARLY LITERACY PROGRAM

Policy 341.1

Sample Policy 2

Page 2 of 5

3. *[Insert if desired: "The District Administrator shall ensure that each proposed reading goal is accompanied by at least one proposed method of evaluating progress toward reaching the goal."]* ***{Editor's Note: This optional paragraph is omitted in the shorter 341.1 Sample Policy 1.}***
4. Following approval by the Board, the District's current reading goals shall be a component of (1) the District's annual evaluation of the reading curriculum, and (2) the District's regular and ongoing assessment of reading-related needs across all instructional levels.

The District's reading goals, at a minimum, shall:

{Editor's Note: This list is not included in the shorter 341.1 Sample Policy 1, To the extent the district is choosing this longer sample, the district can customize the list below by adding to, subtracting from, or modifying any of the potential areas for possible goal development that are offered in the list as suggestions.}

1. Include at least one goal regarding the District's program of interventions and remedial reading services for students in need of such services in grades kindergarten to 4.
2. Include at least one goal regarding the District's program of interventions and remedial reading services for students in need of such services in grades 5 to 8.
3. Include at least one goal regarding the District's program of interventions and remedial reading services for students in need of such services in grades 9 to 12. ***{Editor's Note: A K-8 school district that does not operate a high school would not include this item.}***
4. Include at least one goal related to the District's efforts to provide appropriately differentiated learning opportunities for students who demonstrate advanced reading skills (or advanced reading levels) relative to their grade-level curriculum and standards.
5. Include at least one goal regarding improving parent involvement in the techniques used to address the needs of students who are experiencing difficulty with reading and related literacy skills.
6. Include at least one goal that sets a specific target outcome that reflects a higher level of future student achievement in reading than the level(s) that are presently reflected in student assessments that are conducted either at a key benchmark or within one or more grade-level ranges. Such a goal may target the reduction or elimination of an achievement gap in reading that affects one or more disaggregated subgroups of students.
7. *[Add any other parameters for the local reading goals that the board wishes to include in place of, or in addition to, the examples listed above.]*

Annual Evaluation of the Reading Curriculum

The District Administrator shall ensure that the District completes an annual evaluation of the District's reading curriculum, using a process that includes the direct involvement of at least one licensed reading specialist. *[Insert if desired: "At a minimum, the District Administrator shall also:*

DISTRICT READING GOALS AND EARLY LITERACY PROGRAM

Sample Policy 2

Policy 341.1

Page 3 of 5

1. Ensure that a written executive summary of the results of the annual evaluation is prepared.
2. Ensure that the executive summary is provided to the members of the School Board."

At the discretion of the District Administrator, or if scheduled as an agenda item by the Board President, or upon a specific agenda decision made by the Board, the District Administrator shall make appropriate arrangements for the Board to consider the results of the annual curriculum evaluation at a Board meeting.

State-Mandated Early Literacy Reading Readiness Assessments

The District Administrator, or a designee who is licensed either as a reading specialist or as an administrator with curricular and instructional responsibilities, shall (1) determine the annual dates (or date ranges) during which the District will administer the early reading screening assessments required by state law and (2) establish procedures to facilitate and monitor the timely administration and scoring of the screening assessments and, as applicable, any state-mandated reading diagnostic assessments. All District-selected dates for the administration of reading readiness assessments must meet the timing parameters found in state law.

[Insert as an optional clarification, if desired: "The references to state-mandated reading readiness assessments in this policy should not be interpreted to prohibit the use or administration of additional assessments, evaluations, or diagnostic resources that are intended to facilitate the District's compliance with its obligations to identify, diagnose, provide interventions/services, and monitor the progress of students who are experiencing difficulty with reading."]

Early Literacy Remediation Plan (effective beginning in the 2024-25 school year)

The District will maintain a written, Board-approved Early Literacy Remediation Plan, which shall be developed under the oversight of the District Administrator. The District administrator shall ensure that [insert applicable position(s)—e.g., "at least one licensed reading specialist or other licensed administrator who has direct professional training in the measurement of students' reading skills and the diagnosis of reading difficulties"] is directly involved in formulating the substantive content of the plan, including any future substantive amendments. Board approval of substantive plan amendments is required. **{Editor's Note: The WASB generally recommends formal board approval of the remediation plan. The plan may have significant implications for the allocation of district resources. However, it is not certain that formal board approval is strictly necessary. It might be sufficient for a school board to expressly delegate final approval authority to the district administrator, perhaps also requiring the administrator to provide the board with a copy of the initial plan and any subsequent amendments. If a board (perhaps after confirming the scope of its authority to delegate with district legal counsel) is comfortable with delegating both plan development responsibility and plan approval authority to the district administrator, the entirety of the paragraph that precedes this note might be replaced with language similar to the following alternative:**

"The District Administrator is responsible for overseeing the development and future maintenance of the Early Literacy Remediation Plan required by state law. The District administrator shall directly involve [insert applicable position(s)—e.g., "at least one licensed reading specialist or other licensed administrator who has direct professional training in the measurement of students' reading skills and the

DISTRICT READING GOALS AND EARLY LITERACY PROGRAM

Sample Policy 2

Policy 341.1

Page 4 of 5

diagnosis of reading difficulties"] in formulating the substantive content of the plan and any future substantive plan amendments.

Subject to any subsequent Board directive(s), the Board authorizes the District Administrator to give final approval to the District's Early Literacy Remediation Plan and to any future amendments to the plan. However, the District Administrator may also elect to bring the plan document and/or any future amendments to the Board for direct Board approval. Further, at a minimum, the District Administrator shall provide the members of the Board with notice and copies of the final initial plan and any future substantive amendments."}

As required by state law, the District's current Early Literacy Remediation Plan shall be posted on the District website.

The Board recognizes that state law expressly requires the District to provide a program of remedial reading services or interventions under specified circumstances for students in kindergarten to grade 4, and that other intervention and service requirements can also affect students in grades 5 and above. The Board also acknowledges the value and importance of the District's obligation to make appropriate student referrals for an evaluation under the special education laws to determine if a disability may be affecting the student's learning. ***{Editor's Note: This paragraph, which is not included in the shorter 341.1 Sample Policy 1, can be treated as optional.}***

State Mandates and Prohibitions Regarding Reading Curriculum, Related Instructional Materials, and Instructional Practices

{Editor's Note: This section, which is not included in the shorter 341.1 Sample Policy 2, expressly acknowledges various state mandates and prohibitions. It also includes a method for staff to use to resolve possible (but not very likely) conflicts that might arise between the state law and a district's federal obligations to individual students. This section can be treated as optional. Further, some of the same information and direction could instead be included in the local Early Literacy Remediation Plan.}

By state law:

1. Neither the District nor the operator of any District-authorized charter school may purchase curricula or instructional materials that include "3-cueing" (as defined in the statutes).
2. Beginning in the 2024-25 school year, no District school, including any District-authorized charter school, may provide instruction that incorporates "3-cueing" (as defined in the statutes) in the core reading curriculum for grades kindergarten to 3 or in supplemental materials, including materials used for reading intervention, for students in grades kindergarten to 3.
3. The interventions or services provided to a student who is determined to be "at risk" following a universal screening assessment or a diagnostic assessment delivered under section 118.016(3) of the state statutes must include the components of "science-based early reading instruction" (as defined in the statutes). This includes a requirement that a

DISTRICT READING GOALS AND EARLY LITERACY PROGRAM

Policy 341.1

Sample Policy 2

Page 5 of 5

personal reading plan created for such a student must include the programming, using science-based early reading instruction, that the student's teacher will use to provide reading instruction to the student, addressing the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

If any employee identifies a concern that District compliance with any of the state law requirements listed immediately above may conflict with the District's federal obligations to a specific student (such as the District's obligation to provide the special education and services expressly defined within the Individualized Education Program (IEP) of a student with disabilities), the employee shall promptly elevate the concern to the [insert relevant position(s)—e.g., "District Administrator and to the District's Director of Special Education"] for further evaluation and direction.

Legal References:

Wisconsin Statutes

[Section 118.015](#)

[reading instruction; early literacy curricula and instructional materials; district reading goals and annual reading curriculum evaluation]

[Section 118.016](#)

[reading readiness assessments and interventions; mandatory early literacy remediation plan]

[Section 118.30\(1g\)\(a\)1](#)

[board adoption of academic standards, including in reading]

[Section 121.02\(1\)\(c\)](#)

[school district standards; remedial reading and interventions]

[Section 121.02\(1\)\(k\)](#)

[school district standards; curriculum plans]

[Section 121.02\(1\)\(r\)](#)

[school district standards; annual third grade standardized reading test]

Wisconsin Administrative Code

[PI 8.01\(2\)\(c\)](#)

[school district standards; remedial reading and interventions]

[PI 8.01\(2\)\(k\)](#)

[curriculum plan requirements for school districts]

Cross References:

[Insert appropriate cross references to the policy as applicable to your district.]

Adoption Date: