



Responsible Office(s): Office of Academics

BOARD POLICY 6200 LITERACY

PURPOSE

The Board of Trustees, through its Core Beliefs, is committed to ensuring all students graduate college- and career-ready, through the consistent application of high-quality effective instruction, balanced assessment, and a rigorous accountability system. The Board of Trustees is further committed to closing the achievement gap by implementing culturally responsive practices throughout the district, as well as engaging families and the community. The following policy, guiding principles, and practices support these commitments.

The Board of Trustees believes that literacy, the ability to read, write, speak, listen, and to be lifelong readers, is fundamental to the success of all students. A primary responsibility of the District is to provide educational programs in literacy and related services for all students to achieve continued academic success. Literacy provides the foundation of academic success by developing students' abilities to speak, listen and communicate, think, explore, and organize.

POLICY

1. Guiding Principles

- a. Literacy comprises a complex set of knowledge and skills that must be developed throughout the years of schooling. Literacy is not a subject in its own right, but is fundamental to all areas of learning.
- b. Washoe County School District promotes rigorous, high-quality, research-based instruction in literacy to ensure all pupils achieve academic success.
- c. Washoe County School District recognizes that culturally responsive instructional practices serve as a foundation for literacy learning and success.
- d. Literacy skills continually expand and diversify to meet the rapidly changing social and economic environment of the 21st century, which requires competence in a range of new communication forms and media.

2. Guiding Practices

- 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. Ensure literacy instruction and materials are aligned to the Nevada Academic Content Standards.
- f. Select instructional materials that are based on student learning and achievement data and are consistent with the District's instructional materials selection procedures.
- g. Provide ongoing professional learning opportunities focused on the Nevada Academic Content 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.
- h. 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.

DEFINITIONS

1. College and career ready: 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 2- or 4- year college, technical or trade school, or apprenticeship program. A "career" differs from a "job" in that a career offers the opportunity to advance and develop professionally.

2. Literacy is the ability to use text to communicate by reading, writing, listening and speaking.
3. 21st Century Competencies: The skills and abilities deemed essential for a person to lead a successful life in the context of the demands of the 21st Century, such as the applied skills of critical thinking, creativity and innovation, communication, and collaboration (North Central Regional Educational Laboratory, 2009; Partnership for 21st Century Skills, 2011).

DESIRED OUTCOMES

1. All students graduate from high school with the ability to use reading, writing, listening, and speaking to be contributing members of society who are self-directed learners, effective communicators, collaborative workers, critical and independent thinkers, and therefore appreciate the value of literacy.
2. Improve the academic achievement of all students in all demographic groups, at all grade levels, and at all current academic performance levels.

IMPLEMENTATION GUIDELINES & ASSOCIATED DOCUMENTS

1. This policy reflects the goals of the District's Strategic Plan and is aligned to District initiatives, resources, guidelines, and documents.
2. This policy aligns with the following WCSD governing documents:
 - a. Administrative Regulation 6201, Literacy
 - b. Board Policy 6400, Assessment
 - c. Board Policy 6160, Instructional Materials: Selection, Adoption, and Disposal
3. This policy aligns with Nevada Revised Statutes (NRS) Chapter 389, Examinations, Courses, Standards and Diplomas, and specifically:
 - a. NRS 389.018 – 389.180, Academic Subjects, Instruction and Course of Study
4. This policy aligns with Nevada Revised Statutes (NRS) Chapter 391, Personnel, and specifically:
 - a. NRS 391.500 – 391.556, Regional Training Programs for the Professional Development of Teachers and Administrators; Nevada Early Literacy Intervention Programs

REVIEW AND REPORTING

1. This document shall be reviewed annually and revised pursuant to relevant changes in federal and state regulations.
2. Data relevant to student literacy and academic success shall be presented to the Board of Trustees via strategic plan updates, the annual Data Summit and other reporting methods.

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"