



# Administrative Regulation 6200

## READING:

### Kindergarten – Grade 3

**Responsible Office:** Office of Academics

## REGULATION

### 1. Curriculum

- a. The Reading curriculum of the Washoe County School District shall use the following five key elements of reading instruction: phonemic awareness, phonics instruction, reading fluency, vocabulary building, and reading comprehension. Recognizing the strong connection between reading and writing, it is imperative that the reading curriculum incorporates writing into reading instruction.

### 2. Teacher Qualifications

- a. By the start of the 2005-06 school year, each classroom teacher shall be trained in the five key elements of reading instruction described above. No teacher lacking that training may teach full-time or as a long-term substitute in grades K-3. Newly hired teachers shall complete that training within one calendar year after their date of hire. Competency to teach reading using the five key elements of reading instruction will be part of the teacher evaluation for all K-3 teachers annually.

### 3. Principal Qualifications

- a. By the start of the 2005-06 school year, each elementary school principal shall be trained in the teaching of reading using the five key elements of reading instruction described above. No principal lacking that training may serve full-time as principal of an elementary school. Newly hired principals shall complete that training within one calendar year after date of hire. In addition, all elementary principals shall use competency to teach reading using the five key elements of reading instruction as part of the evaluation of all K-3 teachers annually.

### 4. Professional Development

- a. The Superintendent shall develop an on-going program of professional development in the teaching of reading that may include collaborative school-site planning activities. A minimum number of hours per year in this professional development shall be required of all K-3 teachers each year.

5. Time for Reading

- a. A minimum of 90 uninterrupted minutes per day of reading instruction is required for all students in grades 1-3 for the 2002-2003 school year and 95 minutes beginning in the 2003-2004 school year. A minimum of 60 uninterrupted minutes per day of emergent reading instruction is required for all students in Kindergarten.

6. Assessment

- a. The Superintendent shall develop a comprehensive reading assessment program that will include, at a minimum:
  - i. A reading assessment of each child that is common district-wide at the start and end of Kindergarten;
  - ii. A reading test administered at least once every 9 weeks at each school using a common assessment district-wide;
  - iii. Classroom assessments administered frequently and regularly to monitor students' progress in reading; and
  - iv. An annual end-of-year, district-wide criterion reference test in grades 1-3;
- b. The 9-week and classroom assessments will be used to diagnose each student's reading progress and to take appropriate, immediate instructional action. Only the results of the end-of-Kindergarten and end-of-year criterion reference test in grades 1-3 shall be reported to the Board of Trustees. The remaining assessments are for use at school sites and for informing parents of their student's progress.
- c. Students with no prior reading assessment record shall have a reading assessment administered immediately upon enrollment in a Washoe County School District school to determine instructional reading level.

7. Additional Time for Students Requiring Extra Help

- a. Each school must develop a program of extra help for each student who, according to the classroom assessments, is not on track for reading at the proficient level by the end of Grade 3. That program shall include extra time during the school day for reading instruction in addition to the normal amount of time allocated for reading instruction. For those students requiring extra instruction outside the school day, attendance is mandatory.

8. Accountability

- a. Each school shall be held accountable for reaching district, state, and Federal academic goals. The Superintendent will develop intervention strategies for all schools failing to make adequate progress toward meeting those goals, based on district and state assessments, including but not limited to any school identified as “in need of improvement” or “failing to make adequate yearly progress” by the state.

**IMPLEMENTATION GUIDELINES & ASSOCIATED DOCUMENTS**

- 1. This document reflects the goals of the District’s Strategic Plan.
- 2. This document aligns with the following WCSD governing documents:
  - a. Board Policy 6200, Reading
  - b. Accepted Practice – Arts-Humanities Credit
- 3. This document 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

**REVISION HISTORY**

Date	Revision	Modification
12/10/2002	1.0	Adopted