

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.

Recognizing the importance of establishing the appropriate foundation during the primary grades and its statutory requirements, the Board of Education, by September 1, 1999 will develop and implement a three year plan to improve the reading skills of students in grades K through 3 inclusive. The goal of such plan is to have all students attain the state's reading competency standard.

The Superintendent is directed to include in the plan:

1. The specific instructional methods, strategies and activities that will be used to teach reading;
2. Ways to assess and help students in danger of not learning to read by the end of first grade;
3. Periodic evaluations of students' reading levels;
4. More time for instructing students who do not progress or who read below grade level;
5. In-service training for elementary school teachers in how to teach reading and language arts;
6. Ways to involve parents in addressing their children's reading development;
7. Ongoing data collection and monitoring of program effectiveness; and
8. A school and public library partnership to improve pre-reading and reading skills; and
9. Provisions for summer remedial instruction of students who demonstrate reading deficiency.

Legal Reference: Connecticut General Statutes

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

10-2211 State-wide Early Reading Success Institute

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 (as amended by June Special Session PA 01-1 and by PA 06-135)

10-2651 Requirements for additional instruction for poor performing students in priority school districts; exemptions. Summer school required exemptions.

10-266p Priority school district grant program.

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

P.A. 06-135 An Act Requiring A Study Of State Educational Institutions and Departments With Respect to the Expenditures of Such Institutions and Departments and the Programs Administered or Services Provided by Such Institutions and Department.

Board Adopted: November 13, 2013