
LITERACY REQUIREMENTS POLICY FOR STUDENTS IN GRADES K-6

Lyon County School District promotes rigorous, high-quality, research-based instruction in literacy to ensure all students achieve academic success. A comprehensive literacy program provides students with the necessary skills to read fluently and for meaning. This includes reading, writing, speaking and listening skills in order to build strong comprehensive communication skills.

Literacy constitutes the basic foundation for learning and seeks to provide students with the skills needed to become proficient readers. Early literacy instruction is designed to ensure students are able to read at a proficient level by end of third grade through a balanced and comprehensive Literacy/English Language Arts program that includes:

- a. Skill development for beginning readers that includes word recognition skills. The word recognition skills are phonemic awareness, phonics, and decoding skills including high frequency words, and sufficient practice and repetition of these skills for students to become fluent readers;
- 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.

Per AB 289 (2019) the local literacy plan must include and/or address the following:

If a student enrolled in kindergarten or grade 1, 2 or 3 or who newly enrolls exhibits a deficiency in the subject area of reading based upon state or local assessments and the observations of the student's teacher, the principal of the school must provide written notice of the deficiency to the parent or legal guardian of the student within 30 days after the date on which the deficiency is discovered.

The written notice must, without limitation:

1. Identify the educational programs and services that the student will receive to improve the student's proficiency in the subject area of reading.
2. Explain that if the student does not achieve adequate proficiency in the subject area of reading before the completion of grade 3, the school will provide the student with intervention services and intensive instruction each year that the student is enrolled in the elementary school, unless it is determined that such services and instruction are no longer necessary.

3. Describe, explain and, if appropriate, demonstrate the strategies which the parent or legal guardian may use at home to help improve the proficiency of the student in the subject area of reading.

4. Explain that the criterion-referenced examination in only the subject area of reading administered pursuant to NRS 390.105 is not the only factor used to determine whether the student will be provided intervention services and intensive instruction in

5. Describe the reading intervention services and intensive instruction to be provided to a student who is deficient in the subject area of reading. NRS 392.765

The principal of each elementary school will work in consultation with the literacy specialist designated pursuant to NRS 388.159 and any teacher or other person with knowledge and expertise related to literacy instruction, to provide intervention services and intensive instruction to the pupil who is deficient in the subject area of reading.

6. Include information regarding the English literacy development of a student who is an English learner.

7. Describe, explain and, if appropriate, demonstrate the strategies which the parent or legal guardian may use at home to help improve the English literacy of a student who is an English learner.

8. To the extent practicable, be provided in a language that the parent or legal guardian can understand.

9. Explain that a plan to monitor the growth of the student in the subject area of reading will regularly assess the student and the elementary school will provide notice to the parent or legal guardian the status of the growth of the student.

10. Explain that services and the programs provided to the student will be adjusted to improve the deficiency in the subject area of reading.

(Added to NRS by 2015, 1862; A 2017, 3277; 2019, 4493)

Policy #IKEA
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