

GBEC: Reading/Language Arts

The Board supports a system wide comprehensive developmental reading program built around a core basal adoption and a system of intervention that identifies students needing remedial reading and provides the instructional strategies they need.

The administration will:

1. Consolidate reading programs to reflect this approach.
2. Provide each school and classroom teacher with the necessary supervision and in-service so that all students achieve their greatest potential in reading.
3. Identify responsibility for determining and evaluating learning objectives for each student.
4. Develop long- and short-range plans for accomplishing the above.
5. Prepare a specific system of accountability whereby the principal and assistant principal of each school will be held responsible for the learning goals in reading of each child.

The Board recognizes that reading comprehension can present a serious problem to students who must cope with the different vocabularies of each subject in the school curriculum, regardless of the subject. Therefore, the Board requires that emphasis be placed on reading comprehension in all subject areas. It will be the responsibility of each faculty member, regardless of the subject, to teach the difficult vocabulary items of the daily lesson.

The Board believes that writing is an integral part of the learning process and is a basic skill necessary to ensure our graduates future success. The use of the writing process (syntax, grammar, usage, punctuation, spelling, and capitalization) is to be a part of each faculty member's instruction. Faculty members, regardless of subject area, will expect students to produce acceptable written work.

It will be the responsibility of the principal and each department chairman to oversee the implementation of these policies and to communicate to the superintendent and the Board the progress of implementation and effectiveness of them. The required evaluation of each teacher will include a report of the use of vocabulary comprehension and the writing process. Failure to demonstrate use of these skills shall be reflected negatively in an evaluation and result in corrective administrative action.

Cross Ref: Policy DBFA
Legal Ref: NDCC 15.1-21-01

Evaluation of Instructional Staff
Education of students- Requirements

**Divide County
School District**

**POLICY ADOPTED: 9/14/2010
POLICY REAFFIRMED: 12/14/2024
POLICY AMENDED:**