



Cache County School District

Policy Series 4000: Curriculum, Instruction, and Assessment

Policy No. 4120

Early Literacy and Reading Proficiency Policy

The Cache County Board of Education recognizes that literacy is foundational to academic achievement, lifelong learning, and future success. The board is committed to ensuring that all students develop strong reading skills through evidence-based literacy instruction, timely and targeted intervention, and collaboration among educators, families, and students.

The Board supports the statewide goal established by the Utah Legislature of increasing the percentage of students reading on grade level by the end of third grade and affirms the district's responsibility to provide literacy instruction and interventions aligned with the Science of Reading (SoR). The board further recognizes that early identification of reading deficiencies and the implementation of timely and targeted interventions are essential to improving students' reading skills.

The district shall provide benchmark reading assessments, literacy interventions, individualized reading plans (IRPs), and parent communication in accordance with state law. Literacy instructional materials and practices shall be aligned with the SoR and shall not utilize a three-cueing model.

The board directs the superintendent to establish administrative procedures that:

- 1) ensure compliance with all state requirements regarding early literacy assessment, intervention, progress monitoring, parent notification, individualized reading plans, promotion and retention decisions, and record retention;
- 2) establish processes for identifying students with reading deficiencies and providing appropriate evidence-based interventions designed to improve reading proficiency;
- 3) provide for collaboration among educators, parents/guardians, and other appropriate personnel in the development and monitoring of individualized reading plans;
- 4) ensure that literacy instruction and intervention practices are aligned with the SoR and applicable state standards;
- 5) support professional learning, literacy coaching, and ongoing educator development related to effective literacy instruction;
- 6) ensure that educator and administrator evaluation processes incorporate SoR competencies and implementation measures as required by state law;
- 7) establish processes for monitoring district and school performance related to literacy outcomes and continuous improvement efforts; and
- 8) establish a process to handle disputes and appeals regarding retention and promotion.

The board expects all schools and employees to support the district's literacy goals and to work

collaboratively with families to improve student reading achievement and readiness for future academic success.

Legal References:

Utah Code § 53E-3-1001, Statewide Goal — Emphasis on Early Literacy
Utah Code § 53E-3-1003, Science of Reading
Utah Code § 53E-4-307, Benchmark Assessments in Reading
Utah Code § 53F-2-424, Literacy Interventions
Utah Code § 53G-7-205, Assessment of Emerging and Early Reading Skills
Utah Code § 53G-10-801 through § 53G-10-806, Literacy Interventions
Utah Code § 53G-11-507, Components of Educator Evaluation Program

Approved by Board of Education: September 17, 2026