
**CARROLL COUNTY PUBLIC SCHOOLS
ADMINISTRATIVE REGULATIONS**

BOARD POLICY IHAA: READING POLICY

Proficient reading is foundational to student success. Students who are proficient readers are able to construct, extend, and examine meaning of both assigned and selected texts. Phonemic awareness, phonics, fluency, vocabulary, and comprehension are the necessary elements of reading instruction. Balanced reading instruction in these areas shall be systematic, explicit, and intensive in order to address the assessed needs of students. The following Administrative Regulations set forth the procedures for providing uniform expectations for the reading program in Carroll County Public Schools.

Curriculum

The Director of Curriculum and Instructional Resources and the Elementary, Middle and High School ELA Supervisors shall ensure that Reading curricula in Carroll County Public Schools include the elements of reading instruction that are appropriate for the assessed needs of students.

Instruction

Supervisors, administrators, and teachers shall ensure that Reading instruction in Carroll County Public Schools provides a balanced program which includes the elements of phonemic awareness, phonics, fluency, vocabulary, and comprehension that are appropriate and based on the assessed needs of students.

Staff Development

The Director of Curriculum and Instructional Resources shall ensure that professional development in the area of reading is designed to build the knowledge base of all teachers in the elements of reading instruction. Emphasis shall be based on the acquisition of teacher knowledge as well as on best practices for implementing quality reading instruction in the classroom.

Assessment

The Director of Curriculum and Instructional Resources shall ensure that local and state reading assessments are administered systematically to monitor student progress in reading, inform next step instruction, and identify intervention strategies. Student achievement data in Reading shall be reported annually to the Board of Education.

Intervention

Teachers shall ensure that any student who is not reading on grade level is provided with appropriate interventions to address specific deficiencies. Instructional Division Directors shall ensure that intervention strategies are research based, targeted toward the elements of reading instruction, and based upon the assessed individual needs of the student.