

5.22 Reading Assessment Policy

The Governing Board of KC International Academy adopts the following policy effective on that date that the policy is adopted by the Board.

- 5.22.1 The School shall assess all students enrolled in kindergarten through grade three at the beginning and end of each school year for their level of reading or reading readiness on state-approved reading assessments. The School shall also assess any newly enrolled student in grades one through five.
- 5.22.2 At the beginning of the school year, the School shall provide a reading success plan to any student who:
 - 5.22.2 (a) Exhibits a substantial deficiency in reading which creates a barrier to the child's progress learning to read. The identification of such deficiency may be based upon the most recent assessments or teacher observation; or
 - 5.22.2 (b) Has been identified as being at risk of dyslexia in the statewide dyslexia screening or has a formal diagnosis of dyslexia.
- 5.22.3 The School shall provide annual written notification to the parent or guardian of any student in kindergarten through grade three who exhibits a substantial deficiency of the following:
 - 5.22.3 (a) That the student has been identified as having a substantial deficiency in reading;
 - 5.22.3 (b) A description of the services currently provided to the child; and
 - 5.22.3 (c) A description of the proposed supplemental instructional services and supports that the School will provide the students that are designed to remediate the identified area of reading deficiency. For any student who is identified as being at risk for dyslexia or has diagnosis of dyslexia, the School shall provide an explanation that the instruction that will be used to teach the child reading will be explicit, systematic, and diagnostic, and based on phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax, and semantics.
- 5.22.4 If a student has a substantial reading deficiency at the end of third grade, the School shall convene a meeting with the appropriate staff and the student's parent or guardian to discuss whether the student should be retained in grade level. This decision shall be based on all relevant factors including:
 - 5.22.5 (a) The reading deficiency;
 - 5.22.5 (b) The student's progress in other subject areas; and
 - 5.22.5 (c) The student's overall intellectual, physical, emotional, and social development
- 5.22.5 If a student is retained at the end of grade three, a specific plan of action shall be formulated to remedy the student's reading deficiency.
- 5.22.6 The reading success plan shall be provided as appropriate according to student need, free of charge, to remediate the identified areas of reading deficiency, including scientific,

evidence-based reading instruction and other strategies. Such strategies may include, but are not limited to:

- 5.22.6.1 Small group or individual instruction;
 - 5.22.6.2 Reduced teacher-student ratios;
 - 5.22.6.3 More frequent progress monitoring;
 - 5.22.6.4 Tutoring or mentoring;
 - 5.22.6.5 Extended school day, week, or year; and
 - 5.22.6.6 Summer reading programs.
- 5.22.7 For any student with a formal diagnosis of dyslexia or for a student who was found to be at risk of dyslexia in the statewide dyslexia screening, the School shall provide evidence-based reading instruction that addresses phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics provided through systematic, cumulative, explicit, and diagnostic methods.
- 5.22.8 No less than four times a year, the School shall notify the parent or guardian of academic or other progress being made by the student. This notification shall include any other information the School wishes to provide the parent or guardian.
- 5.22.9 The School shall provide all parents and guardians with a plan that includes suggestions for regular parent or guardian-guided home reading.
- 5.22.10 The School shall provide intensive reading instruction to each kindergarten through grade five student who is assessed as exhibiting a substantial deficiency in reading. Such instruction shall also comply with the following criteria:
- 5.22.10.1 The assessment shall measure phonemic awareness, phonics, fluency, vocabulary, and comprehension;
 - 5.22.10.2 Be provided during regular school hours;
 - 5.22.10.3 Provide a reading curriculum that meets the following requirements and specifications:
 - 5.22.11.3 (a) Assists students assessed as exhibiting a substantial deficiency in reading to develop the skills to read at grade level;
 - 5.22.11.3 (b) Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension;
 - 5.22.11.3 (c) Includes a scientifically based and reliable assessment;
 - 5.22.11.3 (d) Provides initial and ongoing analysis of each student's reading progress; and
 - 5.22.11.3 (e) Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.

5.22.11 The School provides a report to the Department of Elementary and Secondary Education regarding specific intensive reading interventions and supports the School implemented as well as the reading assessment data collected for grades kindergarten through five.