

7.07 REMEDIATION/INTERVENTION PROGRAM

The educational program is designed and operated to be developmentally appropriate and avoid the necessity for remedial education. In those cases in which students have clearly not performed commensurate with their capabilities, efforts are made to remedy the condition and attain the learning results sought.

The Board directs the classroom teacher of students enrolled in kindergarten, first, second, and third grade to annually assess by September 30 of each year and identify, the reading skills of each student (except those students with significant cognitive disabilities or other disabilities as authorized by the department on a case-by-case basis) who is reading below grade level. The District shall notify the parent or guardian of each student whose reading skills are below grade level and provide intensive reading instruction to the student immediately following the identification of a reading deficiency.

The District shall also develop a reading improvement and monitoring plan within sixty (60) days after receiving the student's results on the diagnostic assessment. The development of the student's reading improvement and monitoring plan shall involve the student's parent or guardian and classroom teacher, and the District shall offer opportunities for the student's parent or guardian to be involved in the instructional services and support that will be provided under the plan.

Students who are retained in third grade pursuant to R.C. 3313.608 shall be offered intense remediation services. Students who have been retained in third grade under this policy may be promoted to fourth grade at the start of the next marking period if they demonstrate that they are reading at or above grade level pursuant to R.C. 3313.608.

For each student entering third grade after July 1, 2003, who does not attain at least a proficient level of skill in reading on the third grade achievement test by the end of third grade shall be offered intense remediation services.

Any summer remediation services provided by the District shall meet the following conditions:

- A. The remediation methods shall be based on reliable educational research.
- B. Testing shall be conducted before and after students participate in the program to facilitate monitoring results of the remediation services.
- C. The parents of participating students are involved in programming decisions.

Intervention services commensurate with the student's test performance will also be provided to any student in any skill in which he/she failed to demonstrate at least a score at the proficient level on the state-mandated achievement test.

The Superintendent is directed to maintain remedial instructional programs which assist all students in meeting and maintaining minimum levels of student proficiency in communication and computation skills. These programs include procedures to evaluate student achievement related to the remedial program objectives and standards. The Superintendent and the administrative staff will coordinate ongoing communication between teaching staff members and parents of students participating in remedial educational programs. The Superintendent is directed to evaluate the remedial education programs and report to the Board each school year as to their effectiveness in maintaining minimum levels of student proficiency.