

REMEDIATION/INTERVENTION PROGRAM FOR READING SKILLS

The Board of Education shall provide instruction, intervention, and/or remediation services to students reading below grade level as established by Ohio law pursuant to the Third-Grade Reading Guarantee. A reading skills assessment shall be completed by September 30 of each year for students in grades one through three, and by November 1 for students in kindergarten. The assessment may be administered electronically using live, two-way video and audio connections whereby the teacher administering the assessment may be in a separate location from the student.

- A. Any student enrolled in kindergarten to third grade who is identified as reading below grade level shall be provided with intensive reading instruction, regular diagnostic assessments, and intervention services.
 1. The intervention services shall include:
 - a. Research-based reading strategies that have been shown to be successful in improving reading among low-performing readers; and
 - b. Instruction targeted at the student’s identified reading deficiencies.
 2. Within sixty (60) days after receiving the student’s results on the diagnostic assessment, the District shall develop a reading improvement and monitoring plan. The student’s parent or guardian and classroom teacher shall be involved in developing the plan. The plan shall include all of the following:
 - a. Identification of the student’s specific reading deficiencies;
 - b. A description of the additional instructional services and support that will be provided to the student to remediate the identified reading deficiencies;
 - c. Opportunities for the student’s parent or guardian to be involved in the instructional services and support provided;
 - d. A process for monitoring the extent to which the student receives the instructional services and support;
 - e. A reading curriculum during regular school hours that does all of the following:
 - i. Assists the student to read at grade level;
 - ii. Provides scientifically based and reliable assessment; and
 - iii. Provides initial and ongoing analysis of the student’s reading progress.

- f. A statement that, unless the student attains the appropriate level of reading competency by the end of third grade, the student will be retained.

The plan shall further include the student’s completed diagnostic assessment, the results of such assessment, and any other accompanying documents used during the administration of the assessment.

- 3. Each student entering the third grade for the first time on or after July 1, 2013 who is on a reading improvement and monitoring plan or who has been retained by the Third Grade Reading Guarantee shall be assigned a teacher who has at least one year of teaching experience and who satisfies one or more of the following criteria:
 - a. The teacher holds a reading endorsement on the teacher’s license and has attained a passing score on the corresponding assessment for that endorsement, as applicable.
 - b. The teacher has completed a master’s degree program with a major in reading.
 - c. The teacher rated “most effective” for reading instruction consecutively for the most recent two years based on assessments of student growth measures developed by a vendor and that is on the list of student assessments approved by the state board under division (B)(2) of section 3319.112 of the Revised Code.
 - d. The teacher was rated “above expected value added,” which means most effective in reading instruction, as determined by criteria established by the ODE, for the most recent, consecutive two years.
 - e. The teacher has earned a passing score on a rigorous test of principles of scientifically research-based reading instruction, as approved by the state board.
 - f. The teacher holds an educator license for teaching grades pre-kindergarten through three or four through nine issued on or after July 1, 2017.

A student described in Division 3, above, who enters third grade for the first time on or after July 1, 2013, may be assigned to a teacher with less than one (1) year of teaching experience provided he/she meets one or more of the criteria described above and the teacher is assigned a teacher mentor who meets the above described qualifications.

A student described in Division 3 of this section who enters third grade for the first time on or after July 1, 2013, but prior to July 1, 2016, may be assigned to a teacher

who holds an alternative credential approved by the ODE or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by the department.

Beginning on July 1, 2014, the alternative credentials and training described in this policy shall be aligned with the reading competencies adopted by the state board of education under section 3301.077 of the Revised Code.

A student who enters third grade for the first time on or after July 1, 2013, may receive reading intervention or remediation services from an individual employed as a speech-language pathologist who holds a license issued by the board of speech-language pathology and audiology under Chapter 4753. of the Revised Code and a professional pupil services license as a school speech-language pathologist issued by the state board of education.

A teacher, other than a student's teacher of record, may provide any services required in furtherance of this policy, so long as that other teacher is qualified under Division 3 of this policy and the teacher of record and the school principal agree to the assignment. Any such assignment shall be documented in the student's reading improvement and monitoring plan.

- B. Any student who is promoted to fourth grade despite having attained a score less than the level of achievement designated by the State Board for the English language arts assessment at the end of third grade shall be provided in fourth grade with intensive reading instruction and intervention services. The reading instruction shall include an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.
- C. Any student who is retained in third grade for having attained a score less than the level of achievement designated by the State Board for the English language arts assessment at the end of third grade shall be provided with the following:
 - 1. Intense remediation services until the student is able to read at grade level. The remediation services shall include intensive interventions in reading that address the student's identified reading deficiencies. The interventions shall include not less than ninety minutes of reading instruction and any of the following:
 - a. Small group instruction;
 - b. Reduced teacher-student ratios;
 - c. More frequent progress monitoring;
 - d. Tutoring or mentoring;

- e. Transition classes containing third and fourth grade students;
 - f. Extended school day, week, or year; or
 - g. Summer reading camps;
2. A high-performing teacher, as determined by the teacher's student performance data, when available, and performance reviews; and
 3. The opportunity for mid-year promotion upon demonstrating compliance with District policy.

Students may receive applicable services from one or more providers other than the District, subject to approval by the District or the ODE. If a student participates in remediation services and demonstrates reading proficiency in accordance with ODE standards prior to the start of fourth grade, the student shall be promoted to fourth grade.

- D. Any summer remediation services provided by the District shall meet the following conditions:
 1. The remediation methods shall be based on reliable educational research.
 2. Testing shall be conducted before and after students participate in the program to facilitate monitoring results of the remediation services.
 3. The parents of participating students are involved in programming decisions.
- E. Any intervention or remediation services provided to students reading below grade level shall include intensive, explicit, and systematic instruction.
- F. Each applicable diagnostic assessment shall be administered to any student who transfers into the District or to a different school within the District if each applicable diagnostic assessment was not administered by the district or school the student previously attended in the current school year, within thirty (30) days after the date of transfer. If the District cannot determine whether the student has taken any applicable diagnostic assessment in the current school year, the District may administer the diagnostic assessment to the student.
- G. A teacher may teach reading to any student who is an English language learner and has been in the United States for three years or less, or to a student who has an IEP if that teacher holds an alternative credential approved by the ODE or has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by the ODE. Beginning on July 1, 2014, such alternative credentials and training shall be aligned with the reading competencies adopted by the state board of education under section 3301.077 of the Revised Code.

The Superintendent or designee shall report information to ODE in the prescribed manner.

This policy is to be updated annually.

LEGAL REFS.: O.R.C. §§3313.608; 3313.6012; 3301.0715

Adopted: December 8, 2015