IGBE

REMEDIAL INSTRUCTION

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 of Education directs the Chief Executive Officer to ensure that classroom teachers of students in kindergarten, first, second and third grade to annually assess and identify by September 30, the reading skills of each student who is reading below grade level. The parent or guardian is notified of each student whose reading skills are below grade level and intervention services are provided to the student.

Students who are reading below grade level are provided intensive reading instruction immediately following the identification of a reading deficiency.

Intervention services are also offered to students who:

1. score below the proficient level on a fourth, fifth, sixth, seventh or eighth grade achievement test and

2. are not demonstrating academic performance at their grade level based on the results of a diagnostic assessment.

Any student who scores at or below the limited proficient level on an Ohio Graduation Test must receive intervention services.

Certain specified students who are offered intervention services either after-hours or in summer classes are truant if they do not attend the intervention programs.

The School District involves the student’s parent(s) and classroom teacher in developing the intervention strategy and offers to the parent(s) the opportunity to be involved in the intervention.

The Chief Executive Officer 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. Ongoing communication between teaching staff members and parents of students participating in remedial educational programs is coordinated by the Chief Executive Officer and administrative staff. The Chief Executive Officer evaluates the remedial education programs and reports to the Board of Education each school year as to their effectiveness in maintaining minimum levels of student proficiency.

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CROSS REF: IKE, Promotion and Retention of Students
IGBEA, Reading Skills Assessments and Interventions (Third Grade Reading Guarantee)