

REMEDIAL INSTRUCTION  
(Intervention Services)

The educational program is designed and operated to be developmentally appropriate and avoid the necessity for intervention services. In those cases in which students have clearly not demonstrated satisfactory progress toward attaining the academic standards for their grade level, efforts are made to remedy the condition and attain the learning results sought.

The Board directs the Superintendent/designee to ensure that classroom teachers of students in kindergarten through third grades annually assess and identify the reading skills of each student who is reading below grade level. The reading skills assessment is completed by September 30 for students in grades one through three, and by November 1 for students in kindergarten. 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.

The 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.

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 proficient level on an Ohio Graduation Test must receive intervention services.~~

**The District provides all remedial supports required by law including those related to assessments and end-of-course examinations.**

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 Superintendent/designee is directed to maintain remedial instructional programs or intervention services that 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 Superintendent and the administrative staff.

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.

[Adoption date:]

LEGAL REFS.: ORC 3301.07; 3301.0710; 3301.0711(D); 3301.0712; 3301.0715  
3313.608; 3313.609; 3313.6010; 3313.6012, 3314.03  
OAC 3301-35-04; 3301-35-06

CROSS REFS.: IGBEA, Reading Skills Assessments and Intervention (Third Grade Reading Guarantee)  
IKE, Promotion and Retention of Students

**NOTE: THIS IS A REQUIRED POLICY**

*This policy applies to community schools.*

***House Bill (HB) 166 (2019) outlined new graduation requirements for students entering ninth grade on or after July 1, 2019 (class of 2023 and beyond). The requirements include earning a “competency” score on the English language arts II and Algebra I end-of-course examinations. Students who do not earn a passing score on the first attempt must be offered remediation and supports and must retake the test at least once. If a student is unable to attain a passing score, they can demonstrate competency through alternative pathways outlined within HB 166.***