

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 directs the classroom teachers of students in the first, second and third grade to annually assess and identify, at the end of the school year, 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 at the end of the third grade are offered intense remediation services during the summer following third grade.

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.

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 the administrative staff. The Chief Executive Officer evaluates the remedial education programs and reports to the Board each school year as to their effectiveness in maintaining minimum levels of student proficiency.

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