

**JQM At-Risk Students**

8/1/13

The purpose of this policy is to identify third grade students who are at risk and to develop services and implement programs to help promote reading proficiency.

**A. IDENTIFICATION:**

Third grade students who score below grade level, as measured on nationally normed standardized assessments administered each fall, will be identified as a struggling reader.

**B. INTERVENTIONS:**

A systematic and purposeful process will be put in place for support of students -identified as a struggling readers. This process includes interventions or deliberate strategies. These may be documented, along with progress monitoring throughout the year. If the student's reading level shows improvement, the strategies may stay the same, continue or discontinue. If the student is not responding more intensive strategies for improvement may be applied.

Interventions may include, at the discretion of the local school:

## 1. Additional Instruction:

Academic instruction beyond regularly scheduled academic classes, designed with the goal of bringing students not performing on grade level to grade level performance. This may include more instructional time allocated during the school day, instruction before or after the school day, Saturday instruction, and/or summer/intersession instruction.

## 2. Differentiated Instruction:

Instructional strategies designed to meet the individual needs of struggling readers.

## 3. Early Intervention Program (EIP):

A program designed to support students in need of additional support in both reading and mathematics.

**C. NOTIFICATION TO PARENTS:**

Reasonable efforts should be made to keep parents informed and active in their child's education. When the student is identified as a struggling reader, parents/guardians should be notified through a parent-teacher conference held within fifteen (15) school days of the student being so identified. If the parents/guardians are unable to attend the conference, notification should be made through alternative means, which may include writing, email, phone or other verbal notice.

Parents/guardians are partners and play a strong role in the intervention. Once intervention strategies have been implemented, parents should be kept abreast of progress or lack thereof, which may be accomplished through meeting notifications or progress updates.

Parents/guardians should also be notified that if these interventions do not yield performance that clearly demonstrates that the student has made enough progress to be considered on grade level by the end of the school year, the student may be retained. (see Administrative Rule IHE-R regarding other promotion and retention requirements)

**D. RETENTION:**

In addition to other state and local promotion and retention requirements (see Administrative Rule IHE-R) and subject to federal law, including IDEA requirements for students with disabilities, third grade students who do not clearly demonstrate the ability to read on grade level may be retained. However, the Board does recognize the following good cause exemptions to this policy:

1. Limited English Proficient students who have had less than two years of instruction in an English for Speakers of Other Languages program may be exempt.

2. Students with Disabilities who have an individual education plan may be exempt.
3. Students who have received interventions, as outlined in Section B above, in reading for two or more years and who have previously been retained in kindergarten, grade 1, grade 2, or grade 3 may be exempt.
4. Students who are considered less than Full Academic Year (FAY) students. A student is considered FAY if he/she has been continually enrolled in the District from October 1 through the end of the spring State testing window.

A plan for accelerated, differentiated, and/or additional instruction should be developed for students that are promoted based upon a good cause exemption.

Adopted: 12/13/12 (to be implemented 8/1/13)