

Educational Program

Series 600

Policy Title: Literacy

Code No. 603.12

The Greene County Board of Education has a reasonable expectation that a student's progress toward reading proficiency be sufficient to master appropriate grade level reading skills prior to the student's promotion to that grade level.

Grades K-8

Reading deficiency and parental notification.

- a. The Greene County school district shall assess all students enrolled in grades third through eighth in the spring of each school year for their level of reading or reading readiness using the state assessment. The Greene County school district shall assess all students enrolled in kindergarten through grade eight at the beginning of each school year for their level of reading or reading readiness using FAST (K-8), Measures of Annual Progress (MAP) Assessment (K-6th), and EasyCBM (7th-8th grade). The Greene County School District shall provide intensive reading instruction to any student who is determined to be High Risk in reading, based upon the assessment or through teacher observations. The student's reading proficiency (will be monitored through weekly progress monitoring and will be re-assessed) shall be reassessed by using the FAST (K-8) or formative assessments in interventions assessment throughout the year and in the spring using FAST (K-8) or and the statewide assessments. The student shall continue to be provided with intensive reading instruction until they are no longer considered at High Risk.
- b. The parent or guardian of any student in kindergarten through grade eight who is deemed to be at High Risk in reading, as described in paragraph "a", shall be notified at least annually in writing of the following:
 - (1) That the child has been identified as being High Risk in reading.
 - (2) A description of the services currently provided to the child.
 - (3) A description of the proposed supplemental instructional services and supports (that are designed to remediate the identified area of reading deficiency) that the school district will provide to the child.
 - (4) Strategies for parents and guardians to use in helping the child to achieve reading proficiency, including but not limited to the promotion of parent-guided home reading.
- c. If the student's (grades K-8) reading deficiency is not remedied by the end of the year, as demonstrated by a proficient score on the statewide assessment or FAST (K-8), the school district shall notify the student's parent or guardian that the parent or guardian may enroll (80% attendance) the student in an intensive summer reading program (School Based Summer School, recognized commercial reading program, Tutoring administered by a certified teacher). If the parent or guardian does not enroll the student in the intensive summer reading program the student shall be retained in the current grade in the area of reading.

Grades 9-11

Reading deficiency and parental notification.

- a. The Greene County school district shall assess all students enrolled in grades ninth through eleven in the spring of each school year for their level of reading or reading readiness using the state assessment and those not proficient on the state assessment will be progress monitored on the FAST Reading Assessment until proficiency is meant. The Greene County school district

shall provide intensive reading instruction to any student who is deemed to be at High Risk in reading, based upon this assessment or through teacher observations. Students in grades 9-12 who do not demonstrate proficiency on the state assessment or FAST assessment will have additional reading support throughout the year. (This additional support will be determined through administrative regulations.) Students grades 11th-12th who are not proficient on the Iowa Assessment will be required to take the Technical Reading and Writing course. Students shall continue to receive additional reading support until the student scores show proficiency on the next universal screening assessment.

Good Cause Exemptions K-12

A student may be exempt from retention, summer school, or Technical Reading and Writing class under the following provisions:

Good cause exemptions.

- (1) Limited English proficient students who have had less than two years of instruction in an English as a second language program.
- (2) Students requiring special education whose individualized education program indicates that participation in a locally determined or statewide assessment is not appropriate, consistent with the requirements of rules adopted by the state board of education for the administration of chapter 256B.
- (3) Students who demonstrate an acceptable level of performance on an alternative performance measure approved by the school board.
- (4) Students who demonstrate mastery through a student portfolio under alternative performance measures approved by the school board.
- (5) Students who have received intensive remediation in reading for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade one, grade two, or grade three. Intensive reading instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The school district shall assist attendance centers and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.

Requests for good cause exemptions from the retention requirement shall include documentation from the student's teacher to the school board that indicates that the promotion of the student is appropriate and is based upon the student's academic record. Such documentation shall include, but not be limited to, the individualized education program, if applicable, report card, or student portfolio.

Inability to attend summer school due to reasons beyond student's control: If a student (K-8) is unable to attend summer school for reasons beyond their control, the students and parents/guardians will be provided information and materials to address the reading deficiency on their own. The student will then be assessed prior to the start of the school year using the FAST Assessment. If the student tests at the proficient level they will be allowed to move to the next grade. If they do not test at the proficient level, they will be retained in reading of the previous grade level.

If the student is exempt from participating in an intensive summer reading program for good cause, or completes the intensive summer reading program but is not reading proficient upon completion of the program, the student may be promoted to the next grade, but the school district shall continue to provide the student with intensive reading instruction until the student is proficient in reading as demonstrated by scoring on locally determined or statewide assessments.

1. The Greene County School District shall do all of the following:
 - a. Provide students who are identified as having a substantial deficiency with intensive instructional services and supports, free of charge, to remediate the identified areas of reading deficiency, including additional time daily of scientific, research-based reading instruction and other strategies prescribed by the school district which may include but are not limited to the following:
 - (1) Small group instruction.
 - (2) Reduced teacher-student ratios.
 - (3) Weekly progress monitoring.
 - (4) Tutoring or mentoring.
 - (5) Extended school day, week, or year.
 - (6) Summer reading programs.
 - (7) Specialized Class (Technical Reading and Writing)
 - b. At regular intervals, apprise the parent or guardian of academic and other progress being made by the student and give the parent or guardian other useful information.
 - c. In addition to required reading enhancement and acceleration strategies, provide parents of students who are identified as having a substantial deficiency in reading with a plan outlined in a parental contract, including participation in regular parent-guided home reading.
 - d. Establish a reading enhancement and acceleration development initiative designed to offer intensive accelerated reading instruction to each kindergarten through grade twelve student who is assessed as exhibiting a substantial deficiency in reading. The initiative shall comply with all of the following criteria:
 - (1) Be provided to all kindergarten through grade twelve students who exhibit a substantial deficiency in reading under this section.
 - (2) Be provided during regular school hours in addition to the regular reading instruction.
 - (3) Provide a reading curriculum that meets guidelines adopted pursuant to section 256.7, subsection 32, and at a minimum has the following specifications:
 - (a) Assists students assessed as exhibiting a substantial deficiency in reading to develop the skills to read at grade level.
 - (b) Provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension.
 - (c) Includes a scientifically based and reliable assessment.
 - (d) Provides initial and ongoing analysis of each student's reading progress.
 - (e) Provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.
 - (f). Offer each summer, an intensive summer literacy program for students assessed as exhibiting a substantial deficiency in reading. (K-8th)
2. Promotion to the next grade level: In determining whether to promote a student to the next grade level, the Greene County school district shall place significant weight on any reading deficiency identified that is not yet remediated. The school district shall also weigh the student's progress in other subject areas, as well as the student's overall intellectual, physical, emotional, and social

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development. A decision to retain a student shall be made only after direct personal consultation with the student's parent or guardian and after the formulation of a specific plan of action to remedy the student's reading deficiency.

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January 8, 2014

Legal References (Code of Iowa):

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June 19, 2019

Related Administrative Rules and Regulations:

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