

SCHOOL DISTRICT OF PITTSVILLE BOARD POLICY

INSTRUCTION

EDUCATIONAL PROGRAMS ACADEMIC ACHIEVEMENT

PROMOTION / RETENTION / ACCELERATION

345.41-RULE

Overview of Post-Promotion Reading Intervention Mandates

Beginning with effective dates and dates of initial applicability determined by District policy and state law, if the District promotes a student from 3rd grade to 4th grade, but the student had a legally-mandated personal reading plan in place during 3rd grade that the student did not successfully complete (as completion is defined in state law), then, with some limited exceptions authorized by statute, the following apply:

The District is required to provide the student with intensive instructional services and supports and progress monitoring.

The District is required to provide an intensive summer reading program to such students **each summer** until the student scores at grade-level in reading on a summative assessment.

Definition: Reading Plan Completion

A 3rd grade student who has a legally-mandated personal reading plan in place during 3rd grade is considered to have successfully completed the plan if (1) the student's parent/guardian and the student's school agree that the student has met the goals outlined in the personal reading plan, and (2) the student scores at grade-level in reading on a summative assessment, as further defined by the department of Public Instruction. See [Section 118.016\(5\)\(d\)](#) of the state statutes.

Responsibilities, Timelines, and Procedures Relating to the Post-Promotion Mandates

1. Parent/guardian notification of reading plan non-completion.

- a. For each 3rd grade student who is being promoted to 4th grade but who did not successfully complete a legally-mandated personal reading plan that was in place during 3rd grade, the Reading Specialist/Interventionist and/or classroom teacher shall be responsible for notifying the student's parent or guardian, **in writing**, of each of the following to the extent applicable to the student:
 - i. That, although the student has been found eligible for promotion to 4th grade, the student did **not** complete the 3rd grade personal reading plan.
 - ii. A description of the intensive instructional services and supports that will be provided to the student to remediate the identified areas of reading deficiency (unless, in unusual cases, the District is applying a statutory "good cause" exception). The District will provide such services and supports beginning in 4th grade and continuing at least as long as minimally required by District policy and by state law.
 - iii. A description of an intensive summer reading program that the District will provide to the student during the summer between 3rd grade and 4th grade, and related information about how a

parent or guardian can confirm the student's participation in the summer program (unless, in unusual cases, the District is applying a "good cause" exception).

- iv. If the District intends to apply a statutory "good cause" exception to any of the post-promotion mandates specified in section 118.33(5m)(a), an explanation of the exception and the reason the District has determined that applying the exception would be educationally appropriate for the student.
 - b. The components of the required written notification may be provided in multiple communications if certain information is known but other relevant information has yet to be determined and if separating the notifications will serve to provide more timely notice overall.
 - c. Initial written notifications to parents and guardians shall be provided no later than promptly after the student's status with respect to promotion and personal reading plan completion has been determined, which will typically be shortly after the individual results of the Forward Exam are available.
2. ***Defining the (1) the instructional services and supports, other than a summer reading program, that the District will provide to an eligible student beginning in 4th grade, and (2) a procedure and responsibilities for monitoring the student's progress.***
- a. the student will have reading intervention as needed and be progress monitored weekly by the Reading Specialist/Interventionist.
 - b. The student will be identified before the end of the current academic year.
 - c. A District reading specialist or other designated licensed staff member shall be responsible for communicating with the student's parent(s) or guardian(s) regarding (1) the student's progress in reading; (2) any material changes to the services and supports that the District is providing; and (3) any District decision to exit the student from services and supports due to the student's progress.
3. ***Identification of summer reading program offering(s) between 3rd and 4th grade.***
- a. The Reading Specialist/Interventionist and/or classroom teacher will identify a student.
 - b. The student will be identified before the end of the current academic year.
4. ***Identification and communication of summer reading program options after grade 4 and later grades for eligible students who have not yet scored at grade level in reading.***
- a. The Reading Specialist/Interventionist and/or classroom teacher will identify a student.
 - b. The student will be identified before the end of the current academic year.
 - c. The Reading Specialist/Interventionist and/or classroom teacher will inform parents/guardians.

District Decisions to Apply a Statutory "Good Cause" Exception

Regarding the "good cause" exceptions permitted under section 118.33(5m)(b) of the state statutes:

1. The "good cause" exceptions are potential exceptions only to the notification, service, support, and monitoring requirements established under section 118.33(5m)(a) of the state statutes and do **not** apply to interventions, services, and supports that the student may be separately eligible to receive under other

state or federal laws or under other District policies. (For example, certain 4th grade students may be separately eligible to receive interventions or remedial reading services under section 121.02(1)(c) of the state statutes.)

2. District policy, while authorizing the application of the statutory “good cause” exceptions under limited conditions, does **not** require the application of a “good cause” exception to any student or any category of students.
3. The Director of Student Services must authorize the application of a “good cause” exception.
4. By the District policy, the administration may consider applying a “good cause” exception to one or more of the post-promotion requirements established under section 118.33(5m)(a) only in situations where doing so would not unlawfully discriminate against the affected student and when the District has determined that applying the exception would be educationally appropriate.

First Reading of Updates: *May 12, 2025*
Second Reading/Approval of Updates: *June 9, 2025*