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NEW POLICY - VOL. 31, NO. 1**THIRD GRADE READING GUARANTEE**

All students entering the third grade must demonstrate a certain level of competency in reading before advancing to the fourth grade.

In accordance with State law, the Superintendent shall develop a program for the annual assessment of the reading skills of each student at the end of first and second grade, and identify those students who are reading below their grade level. Each student's classroom teacher shall be involved in the assessment and identification of those students who are reading below grade level.

Definitions

"On track" means any student who is reading at grade level based on previous end of year standards expectations by September 30th.

"Not on track" means any student who is not reading at grade level based on previous end of year standards expectations by September 30th.

Assessment of Reading Skills Program

- A. An English language arts (ELA) diagnostic assessment, as approved by the Ohio Department of Education (ODE), shall be given by September 30th of each year for students in kindergarten through Grade 3.
- B. Diagnostic assessment results shall be translated to ODE's definitions of "on track" and "not on track". The District shall make the final determination regarding whether a student is "on track" or "not on track".
- C. If the diagnostic assessment shows that a student is "not on track" to be reading at grade level by the end of the year, the parent will be notified, in writing, of the following:
 - 1. that the school has identified a reading deficiency with the child
 - 2. a description of current services provided to the student



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3. a description of proposed supplemental instruction services
 4. that the Ohio Achievement Assessment for third-grade reading is not the only measure of reading competency, and
 5. that unless the student attains the appropriate level of reading competency by the end of Grade 3, the student will be retained
- D. For each student identified to be “not on track”, the District shall:
1. begin reading intervention immediately using research-based reading strategies targeted to the student’s identified reading deficiencies;
 2. develop a reading improvement and monitoring plan within sixty (60) days of learning of the reading deficiency;
 - () provide a teacher who has either passed a reading instruction test or has a reading endorsement on their teacher’s license
[This is required beginning with the 2013-2014 school].

Reading Improvement and Monitoring Plan

The reading improvement and monitoring plan developed for students identified as “not on track” shall include:

- A. identification of the student’s specific reading deficiency;
- B. a description of proposed supplemental instruction services that will target the student’s identified reading deficiencies;
- C. opportunities for the student’s parent/guardian to be involved in the instructional services;
- D. a process to monitor the implementation of the student’s instructional services;
- E. a reading curriculum during regular school hours that assists students to read at grade level, provides reliable assessments, and provides ongoing analysis of each student’s reading progress; and



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- F. a statement that unless the student attains the appropriate level of reading competency by the end of Grade 3, the student will be retained.

Such intervention services shall include instruction in intensive, systematic phonetics pursuant to rules adopted by the State Board of Education.

Reporting Requirements

All assessment results and determinations shall be compiled and maintained by the District. The District shall comply with all reporting requirements of Ohio's Third Grade Reading Guarantee.

Promotion/Retention

For any student who attains a score in the range designated by statute on the third-grade reading achievement test, the District shall do one of the following:

- A. promote the student to fourth grade if the student's principal and reading teacher agree that other evaluations of the student's skill in reading demonstrate that the student is academically prepared to be promoted to the fourth grade;
- B. promote the student to fourth grade, but provide the student with "intensive" intervention services in fourth grade; or
- C. retain the student in the third grade.

For any student who does not attain by the end of the third grade at least a score in the range designated by statute in the reading test prescribed under R.C. 3301.0710(A)(2)(c), the District shall offer intensive remediation services during the summer following third grade.



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Beginning with students who enter the third grade in the 2013-2014 school year, no student shall be promoted to the fourth grade who attains a score on the assessment prescribed to measure skill in English language arts (ELA) expected at the end of third grade in the range designated by R.C. 3301.0710(A)(3), unless:

- A. the student is limited English proficient student who has been enrolled in United States schools for less than two (2) full school years and has had less than two (2) years of instruction in an English as a second language program;
- B. the student is a child with a disability entitled to special education and related services under R. C. Chapter 3323 and the student's individualized education program (IEP) exempts the student from retention under this division;
- C. the student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education (ODE);
- D. all of the following apply:
 - 1. The student is a child with a disability entitled to special education and related services under R.C. Chapter 3323.
 - 2. The student has taken the third grade English language arts achievement assessment, as prescribed.
 - 3. The student's IEP under Section 504 of the Rehabilitation Act of 1973, as amended, shows that the student has received intensive remediation in reading for two school years, but still demonstrates a deficiency in reading.
 - 4. The student previously was retained in any of grades kindergarten to three.



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- E. the student received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three. Any such student shall continue to receive intensive reading instruction in grade four. The instruction shall include an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies that have been successful in improving reading among low-performing readers.

A student retained under the provisions of the Third Grade Reading Guarantee and this policy shall be considered for mid-year promotion if that student demonstrates that s/he is reading at or above grade level, in accordance with the provisions of Policy 5410 – Promotion, Academic Acceleration, Placement, and Retention. Such action shall be considered in consultation with the parent/guardian and the Student Intervention Team and with the concurrence of the building administrator.

Intensive Remediation Services

Remediation services for students on reading improvement and monitoring plans in shall be research-based reading strategies that have been shown to be successful in improving reading among low-performing readers.

If a student has already been retained by the Third Grade Reading Guarantee, intervention services must include at least ninety (90) minutes of reading daily.

The District shall provide the option for students to receive reading intervention services from one or more providers other than the District. Both the District and ODE have the authority to screen and approve such providers.

Interventions for students who have been retained may include:

- A. small group instruction;
- B. reduced student-teacher ratios;
- C. more frequent progress monitoring;
- D. tutoring or mentoring;
- E. transition classes containing third and fourth grade students;



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- F. summer reading camp; or
- G. extended school day, week, or year.

Intensive remediation services shall be targeted to the student's identified reading deficiency.

This policy shall be reviewed and updated periodically as necessary.

R.C. 3301.079, 0710, .0711, .0714, .0715, 3313.608, 3313.608(D), 3313.6012
A.C. 3301-13, 3301-35

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New Document



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REPLACEMENT POLICY - VOL. 31, NO. 1

PERSONAL COMMUNICATION DEVICES

[SELECT OPTION A OR OPTION B OR OPTION C OR OPTION D]

OPTION A

☐ While students may possess personal communication devices (PCDs) in school, on school property, during after school activities (e.g., extra-curricular activities) and at school-related functions, they must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight during school hours () during after school activities (e.g., extra-curricular activities), () and on school buses or other Board-provided vehicles. **[END OF OPTION]**

[END OF OPTION A]

OPTION B

☒

Students may use personal communication devices (PCDs) before and after school, () during their lunch break, () in between classes as long as they do not create a distraction, disruption or otherwise interfere with the educational environment, ☒ during after school activities (e.g., extra-curricular activities) () at school-related functions. Use of PCDs, except those approved by a teacher or administrator, at any other time is prohibited and they must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight.

[END OF OPTION B]



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OPTION C

☐ In order to avoid disruption of the educational environment and protect students' right of privacy, student use of personal communication devices (PCDs) is prohibited on school grounds during school hours, () at after school activities (e.g., extra-curricular activities), and on school buses or other Board-provided vehicles.

() Technology including, but not limited to, PCDs intended and actually used for instructional purposes (e.g., taking notes, recording classroom lectures, writing papers) will be permitted, as approved by the classroom teacher or the building principal. () However, the use of a PCD to engage in non-education-related communications is expressly prohibited.

[END OF OPTION C]

OPTION D

☐ Students may not possess telephone paging devices (e.g., beepers or pagers) on school grounds, at school sponsored events, and on school buses or other Board-provided vehicles. Students may not use personal communication devices (PCDs), during the school day () while on school property, () or during after school activities (e.g. extra-curricular activities).

When use of PCDs is prohibited the devices must be powered completely off (i.e. not just placed in vibrate or silent mode) and stored out of sight.

[END OF OPTION D]



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For purposes of this policy, "personal communication device" includes computers, tablets (e.g., iPads and similar devices), electronic readers ("e-readers"; e.g., Kindles and similar devices), cell phones (e.g., mobile/cellular telephones, smartphones (e.g., BlackBerry, iPhone, Android devices, Windows Mobile devices, etc.)), ☒ telephone paging devices (e.g., beepers or pagers), ☒ and/or other web-enabled devices of any type. Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school. **[IF SCHOOL VEHICLES WAS NOT SELECTED IN OPTION A, INCLUDE THE FOLLOWING:** ~~Students may use PCDs while riding to and from school on a school bus or other Board-provided vehicles~~ ☒ ~~on a school bus or Board-provided vehicle during school-sponsored activities,~~ at the discretion of the bus driver ☒ classroom teacher ☒ sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated. **[THIS LANGUAGE MAY ALSO BE USED IF OPTION B WAS SELECTED.]**

Also, during after school activities, PCDs shall be powered completely off (not just placed into vibrate or silent mode) and stored out of sight when directed by the administrator or sponsor.

Under certain circumstances, a student may keep his/her PCD "On" with prior approval from the building principal.

Except as authorized by a teacher, administrator or IEP team, students are prohibited from using PCDs during the school day, including while off-campus on a field trip, to capture, record and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or other person. Using a PCD to capture, record and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted. ☒ Students who violate this provision and/or use a PCD to violate the privacy rights of another person () shall ☒ may have their PCD confiscated and held until () the end of the school day. ☒ a parent/guardian picks it up. ☒ and may be directed to delete the audio and/or picture/video file while the parent/guardian is present. If the violation involves potentially illegal activity the confiscated-PCD may be turned-over to law enforcement.



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OPTION #1

- ☐ The use of PCDs that contain built-in cameras (i.e., devices that take still or motion pictures, whether in a digital or other format) is prohibited in ☐ classrooms, ☐ gymnasiums, locker rooms, shower facilities, rest/bathrooms ☐ and/or swimming pool.

[END OF OPTION #1]

OPTION #2

- ☐ The use of PCDs in ☐ classrooms, ☐ gymnasiums, locker rooms, shower facilities, rest/bathrooms and/or ☐ swimming pool is prohibited.

[END OF OPTION #2]

OPTION #3



PCDs, including but not limited to those with cameras, may not be activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include, but are not limited to, ☒ classrooms, ☒ gymnasiums, locker rooms, shower facilities, rest/bathrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The Superintendent and building principals are authorized to determine other specific locations and situations where use of a PCD is absolutely prohibited.

[END OF OPTION #3]



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Students shall have no expectation of confidentiality with respect to their use of PCDs on school premises/property.

Students may not use a PCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated. See Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior. In particular, students are prohibited from using PCDs to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, or political beliefs; and (2) engage in "sexting" - i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using a PCD to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using PCDs to receive such information.

Possession of a PCD by a student at school during school hours  and/or during extra-curricular activities is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise abuses this privilege.



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Violations of this policy may result in disciplinary action and/or confiscation of the PCD. The building principal will also refer the matter to law enforcement or child services if the violation involves an illegal activity (e.g., child pornography, sexting). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the PCD is confiscated, it will be released/returned to the student's parent/guardian after the student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity in which case the PCD may be turned-over to law enforcement. A confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent/guardian or turned-over to law enforcement. School officials will not search or otherwise tamper with PCDs in District custody unless they reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy 5771 – Search and Seizure. If multiple offenses occur, a student may lose his/her privilege to bring a PCD to school for a designated length of time or on a permanent basis.

A person who discovers a student using a PCD in violation of this policy is required to report the violation to the building principal.

Students are personally and solely responsible for the care and security of their PCDs. The Board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property.



Parents/Guardians are advised that the best way to get in touch with their child during the school day is by calling the school office.



~~Students may use school phones to contact parents/guardians during the school day.~~

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