Verona Area School District

Preparing learners to thrive in a diverse global society

The Verona Area School District has created an Early Literacy Remediation Plan to support young readers in kindergarten through third grade. This plan follows a new Wisconsin law (Act 20) and is designed to help teachers identify students who may need extra support in reading. The plan outlines how reading skills are taught, how progress is measured through regular assessments, and how families are kept informed. If a child is found to need extra help, they may receive a Personalized Reading Plan (PRP) with clear goals and steps to improve their reading.

Students are screened three times a year using a state-approved reading test, and if a student scores below a certain level, further assessments are used to better understand their specific needs. The district then creates a PRP that includes targeted instruction and strategies for both school and home. Families are notified and involved throughout the process, including regular updates and input when the student is ready to exit the plan.

For children in bilingual programs, assessments are given in both English and Spanish to ensure a complete picture of their reading development. The district also offers intensive summer reading support for third graders who still need help after the school year, and there are exceptions available in certain cases. Overall, VASD's plan ensures every child has the support they need to become a confident, successful reader.

If you'd like to learn more about the specific assessments, support strategies, and how Personalized Reading Plans are created and monitored, we invite you to explore this full plan. It provides detailed information for families who want a deeper understanding of how VASD supports early literacy development.

Overview of the Verona Area School District's Approach to Early Literacy Remediation Plans	
The purpose and primary district contacts for the plan	The Verona Area School District (VASD) Early Literacy Remediation Plan, which is required by the Act 20 state law, addresses reading instruction, assessment, and remediation with a primary, but not exclusive, focus on five-year-old kindergarten through third grade. *See* § 118.016(6). The plan supports staff to: • Achieve established goals for student learning within our literacy program. • Identify students who may be developing in their literacy development. • Structure and provide literacy-related interventions and learning support to students who have an identified need. The plan also provides parents, guardians, and other caregivers with information about: • The reading readiness and early literacy assessments that VASD administers to students in kindergarten through third grade. • How VASD staff uses the results of reading readiness assessments and other information to plan and provide instructional interventions and added learning support for individual students, if needed. • The notices that VASD provides to families about the results of student assessments, as well as other communications that families may receive about their child's reading skills and literacy development.
Primary District Contacts	VASD has developed an Early Literacy Remediation Plan in partnership with district and building leaders. If any families or other Verona Area School District partners have questions about this plan, the District's overall approach to reading instruction in kindergarten through third grade, or VASD's approach to literacy-related assessments and learning supports, please contact: **District Leaders** Amy Engelkins, Executive Director of Academic Services, engelkia@verona.k12.wi.us Theresa Taylor, Director of Elementary Education, taylort@verona.k12.wi.us

<table>
<tr>
<td></td>
<td>Karyn Stocks Glover, Director of Teaching, Learning, and Innovation, stocksgk@verona.k12.wi.us

School Leaders
<table>
<tr><th>School</th><th>Principal/Associate Principal</th></tr>
<tr><td>Core Knowledge</td><td>Stephanie Krenz</td></tr>
<tr><td>Country View</td><td>Jessica Beem</td></tr>
<tr><td>Glacier Edge</td><td>Laura Marquardt</td></tr>
<tr><td>New Century/VAIS</td><td>Sally Parks</td></tr>
<tr><td>Stoner Prairie</td><td>Mary Seidl</td></tr>
<tr><td>Sugar Creek</td><td>Todd Brunner
Kirstin Houghan</td></tr>
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<td>Foundational Elements</td>
<td>In alignment with the VASD's mission that, "each student will acquire the knowledge and skills necessary to achieve their personal goals, thrive in a diverse global society, and lead a healthy, self-fulfilling life," Early Literacy is built on the following foundations:

Highly-qualified licensed, professional educators who understand the life-long importance of each child's early literacy education and who have specific training in the areas of reading instruction and literacy development.

All VASD K-5 educators have completed training in Keys to Beginning Literacy or will have received literacy training as part of their licensure.

District-adopted student academic standards in reading and English language arts.

Wisconsin Standards for English Language Arts, DPI 2020
Wisconsin Essential Elements for English Language Arts, DPI 2022

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	○ Wisconsin Model Early Learning Standards Fifth Edition ○ The 2020 Edition | WIDA ● A sequential curriculum plan in English Language Arts for kindergarten through eighth grade. ● An integrated and comprehensive system of support for early literacy instruction that provides sufficient flexibility to foster continuous learning, growth, and engagement for all students.
Key Features of Early Literacy Instruction	Our universal approach to literacy curriculum, instruction, and assessment is grounded in the science of reading, the requirements of the Act 20 law, and the adoption of a single, standards-aligned curricular resource in English Language Arts for kindergarten through eighth grade. VASD staff support high-quality Early Literacy instruction by: ● Providing access to standards-based, universal curricular materials that have been designed and shown to be effective tools for early literacy development. ● Applying instructional methods that reflect evidence-based best practices for early literacy development ● Integrating an equitable Multi-Level Systems of Support (MLSS) model, including a range of interventions, instructional and curricular modifications, and other services to meet the needs of students who need support reaching or maintaining grade-level literacy skills. ● Using universal screening data, along with formative and diagnostic assessments, to evaluate the strengths and targeted skill needs of each student and design instruction accordingly. ● Identifying students who may need to accelerate their literacy development. ● Creating a reading plan for 5K-3 students scoring below the 25th percentile on the standardized tests for their grade band. ● Structuring and providing literacy-related scaffolds and learning support to students who have an identified need.

Early Literacy Assessment requirements	This section of the VASD Early Literacy Remediation Plan identifies the following early literacy assessments that, under state law, the District is required to administer to students who are enrolled in pre-kindergarten through third grade: 1. The fundamental skills screening assessment (4K) -aimsWeb+ 2. The universal screening assessment (5K through third grade) -aimsWebP+ 3. Diagnostic literacy assessments (some students in 5K through third grade) -aimsWeb+ and FastBridge 4. The state's standardized third grade reading test - Forward Assessment In addition to these formal, state-mandated assessments, VASD educators also use a variety of other assessment methods and assessment tools to evaluate students' skills, needs, and learning progress related to reading and other aspects of early literacy.
Screening Tool	**4 year old Kindergarten (4K) Screening** aimsWeb+ is the fundamental skills screening assessment that is administered to students who are enrolled in four-year-old kindergarten (4K) per Wisconsin Act 20 mandate. aimsWeb+ offers a nationally-normed, skills-based benchmark assessment to measure early literacy skills. The 1:1 assessment, given to each student by a staff member, evaluates phonemic awareness and letter sound knowledge. This assessment is estimated to take about five (5) minutes per student. It is a state-mandated and state-selected reading readiness screening tool. *See* § 118.016(2). Wisconsin state law does not permit an opt out policy for this assessment.
Purpose	The purpose of the fundamental skills screening assessment is to evaluate students who are enrolled in 4K on the following early literacy skills: • phonemic awareness • letter sound knowledge
Timing	VASD administers the fundamental skills screening assessment to 4K students at least two times during the school year.

How the District Uses the Results of this Assessment

1. The first administration takes place within 45 calendar days of the start of the school term for students each fall.
2. The second administration occurs in the second half of the school year, at least 45 calendar days before the last day of the school year

Students enrolled in 4K may have a variety of strengths and levels of reading readiness. Assessment results are one piece of data. All student data is monitored and used to determine if additional diagnostic assessments, modifications, or interventions are needed.

Parent Notification

Parents will be notified of the assessment results within **15 calendar days** after the assessment is scored.

Screening Tool

5 Year Old Kindergarten (5K)-Third Grade Screening

aimsWeb+ is the reading screener that is administered to students who are enrolled in five-year-old kindergarten (5K) through third grade. aimsWeb+ offers a nationally-normed, skills-based benchmark assessment to measure early literacy skills. See below for the items assessed throughout the year by grade level, including the estimated time for each grade level assessment:

Measure	5K *approximately 10 minutes per student total			Grade 1 *approximately 10 minutes per student total			Grades 2 & 3 *approximately 10 minutes per student total		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Phonemic Awareness	✓	✓	✓	✓					
Oral Vocabulary	✓	✓	✓	✓	✓	✓	✓	✓	✓
Alphabet Knowledge	✓	✓	✓						
Letter Sound Knowledge	✓	✓	✓	✓					
Decoding Skills	✓	✓	✓	✓	✓	✓	✓	✓	

This is a state-mandated and state-selected screening tool. *See* § 118.016(3)(a). State law does not permit an opt out policy for this assessment.

Purpose	The purpose of the universal screening assessment is to evaluate students enrolled in 5K through third grade in the following areas: ● Phonemic awareness ● Decoding skills ● Alphabet knowledge ● Letter sound knowledge ● Oral vocabulary The screening assessment used in 5K to third grade: ● Identifies students who may need support with reading skills and literacy-related learning objectives ● Provides a basic checkpoint on a student's reading progress during the school year ● Supports classroom instruction to meet the needs of all learners
Timing	The District administers aimsWeb+t to students who are enrolled in 5K through third grade at least three times during each school year, as follows: ● Within 45 calendar days of the start of the school term for students each fall. (Fall) ● Near the middle of the annual school term. (Winter) ● In the second half of the school year, at least 45 calendar days before the last day of the regular annual school term. (Spring)
How the District Uses the Results of this Assessment	If the student scores below the 25th percentile on aimsWeb+, VASD will: ● Administer a diagnostic literacy assessment (*See* § 118.016(1)(b)) to help further evaluate the student's skills and needs. (See more in the Diagnostic Literacy Assessment section below.) ● Start or, if applicable, continue the process of developing and implementing a personalized reading plan (PRP) for the student. For students who score at or above the 25th percentile, VASD will use the assessment results as one data point to help determine if a student should be monitored, further evaluated, or considered for possible interventions or remedial reading services.

Parent Notification

A legal guardian has the right to submit a request for diagnostic assessment at any time, including the right to request an evaluation through Special Education.

Parents will be notified of the assessment results within **15 calendar days** after the assessment is scored.

Additional Bilingual Screening

Bilingual 5 Year Old Kindergarten (5K)-Third Grade Screening

A bilingual program may want to choose to administer reading screeners and diagnostic assessments in both English and the target language to have a full picture of reading development that they can share with families with explanations about any differences. VASD is using both English and Spanish measures in our Two Way Immersion Program:

Measure	5K *approximately 10 minutes per student total			Grade 1 *approximately 10 minutes per student total			Grades 2 & 3 *approximately 10 minutes per student total		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Spanish Syllable Segmentation	✓	✓	✓	✓	✓	✓			
Spanish Letter Sound Fluency	✓	✓	✓	✓					
Spanish Letter Naming Fluency	✓	✓	✓	✓					
Spanish Listening Comp	✓	✓	✓	✓	✓	✓	✓	✓	✓
Spanish Syllable Reading		✓	✓						
Spanish Oral Reading Fluency			✓	✓	✓	✓	✓	✓	✓

This is a state-mandated and state-selected screening tool. *See* § 118.016(3)(a). State law does not permit an opt out policy for this assessment.

Bilingual programs, including VASD's Two Way Immersion (TWI) program, typically provide literacy instruction in both English and a partner language. The grade level at which reading instruction in English begins varies, depending on the program model. VASD's TWI program

Diagnostic Assessments	provides reading instruction in English and Spanish. Therefore, in addition to English screeners, Spanish screeners are given three times a year on the same schedule as the English screeners are administered. In some cases where multilingual students are not enrolled in bilingual programs, it can be useful for teachers to learn about student literacy skills in their home languages. Multilingual students who have arrived in the United States in the past twelve months, also called newcomer students, may be exempted from one administration of the required reading screener during their first year of enrollment. **Diagnostic Literacy Assessment 5K-Third Grade** The District has selected the following tools for use as diagnostic literacy assessment(s) within the District: FastBridge Learning Reading Assessment provides screening and monitoring of a student's progress in developing reading skills. It is designed to assess reading skills that predict successful reading of connected text. The composite subtests include Phonological Awareness, Word Recognition, Spelling, Vocabulary, Reading Comprehension, Rapid Naming Skills, and Oral Reading Fluency. Other screening tools may be used to determine a student's most foundational area of need. Further information can be found at our VASD Website. In connection with a diagnostic assessment, the District will also provide an opportunity for the student's family to complete a Family History Survey to provide additional information about any learning difficulties in the student's family. In instances where section 118.016(3)(b) requires the District to administer a diagnostic assessment, state law does not permit an opt out policy for this assessment. **Diagnostic Literacy Assessment 5K-Third Grade** VASD has selected the following tools for use as diagnostic literacy assessment(s) within the District:

	<table><tr><th>aimsWeb+ English measures</th><th>FastBridge English measures</th><th>aimsWeb+ Spanish measures</th><th>FastBridge Spanish measures</th><th>Other Assessments</th></tr><tr><td>Phoneme Segmentation Letter Word Sound Fluency Letter Naming Fluency Nonsense Word Fluency Auditory Vocabulary Word Reading Fluency Reading Comprehension Spelling Oral Reading Fluency</td><td>Concepts of Print Letter Names Letter Sounds Word Blending Word Segmenting Onset Sound Rhyming Decode Words Sentence Read Sight Word Reading Oral Repetition Reading CBM-+Comp RAN</td><td>Spanish Syllable Segmentation Spanish Syllable Reading Fluency Spanish Oral Reading Fluency Spanish Letter Sounds Fluency Spanish Letter Naming Fluency</td><td>CBMreading Spanish Concepts of Print Onset Sounds Letter Names Letter Sounds Rhyming Word Blending Word Segmenting Sight word reading Decodable Words Syllable Reading Sentence Reading Oral Repetition</td><td>Words Their Way Primary Spelling Inventory Words Their Way Elementary Spelling Inventory CORE Phonics Survey CORE Spanish Phonics Survey CORE Phoneme Deletion or Segmentation Test CORE Spanish Phonemic Test</td></tr></table> Other diagnostic tools may be used to determine a student's most foundational area of need and to create robust and comprehensive Personalized Reading Plans (PRP). In instances where section 118.016(3)(b) requires the District to administer a diagnostic assessment, state law does not permit an opt out policy for this assessment.
Personalized Reading Plans	**Personalized Reading Plans**

Eligibility for a Personal Reading Plan	**Development of a Personalized Reading Plan** This section of the VASD Early Literacy Remediation Plan defines the district's Personalized Reading Plan (PRP) and its implementation section. See § 118.016(5). If a learner enrolled in 5-year-old kindergarten to 3rd grade is identified as needing additional instruction in the area of reading based on Screening and Diagnostic assessments, VASD will design a PRP within 10 days of the Universal Screening results and share it with the student's family.
Required Content for a Personal Reading Plan	A PRP for a student scoring below 25th percentile on the AimsWeb+ screener will include all of the following: ● A statement of the student's specific early literacy learning needs, as identified by skills that were evaluated on the applicable assessment. ● Goals and benchmarks for the student's progress toward grade-level literacy skills. ● A description of the interventions and any additional instructional services that will be provided to the student to address the student's learning needs and promote the growth of the student's early literacy skills. ● The programming uses "science-based early reading instruction," as defined in state law, that the student's teacher will use to provide reading instruction to the student, addressing the areas of phonemic awareness, phonics, fluency, vocabulary, or comprehension. ● A description of how the student's progress will be monitored on a weekly basis. ● Strategies and activities that the student's parent is encouraged to use to help the student achieve grade-level literacy skills. ● Multilingual students' reading plans are developed to reflect their English proficiency level and Language Development Plans (LDP). ● Students with Individual Education Plans (IEPs) will have their PRP integrated into their IEP. If an IEP does not include a reading goal, one will be developed as part of their PRP. These integrated PRPs meet both the requirements set out by Act 20 and the Individuals With Disabilities Act (IDEA).

Purpose of Progress Monitoring	**Progress Monitoring Personalized Reading Plan** As a student receives literacy-related interventions or remedial reading services, it is critical to monitor the student's learning to (1) assess the student's progress, (2) confirm and better understand the student's learning needs, and (3) evaluate the effectiveness of the interventions. Student progress is monitored weekly to ensure targeted growth.
Frequency and type of Progress Monitoring under a Personal Reading Plan	For any student who is receiving reading interventions defined in a personalized reading plan, monitoring activities shall occur on a weekly basis, as further described in the student's plan. ● The primary focus of the weekly monitoring will be on specific skill areas, goals, and benchmarks that were targets of recent interventions, services, and instruction. o For a student enrolled in **5K**, monitoring will address nonword or nonsense word fluency and phoneme segmentation o For a student enrolled in **1st**, **2nd**, and **3rd** grade, monitoring will address oral reading fluency. aimsWeb+ and/or Fastbridge assessments are used to monitor progress in accordance with Act 20. See § 118.016(5)(a)3. Monitoring activities during the implementation of reading interventions for a student may also include activities such as: ● A review of relevant schoolwork completed by the student. ● Observations of the student's demonstration of knowledge and skills that are relevant to the student's area(s) of deficiency and to the goals and benchmarks that may be defined for the interventions. ● Structured assessments of specific knowledge and skills. For students who are at or above the 25th percentile, VASD will use the assessment results as one data point to help determine if a student should be monitored, further evaluated, or considered for possible interventions or supportive reading services. **Family Notification and Involvement**

Family Partnerships	• Families receive a copy of the student screening results within 15 days of screening • The PRP is sent to the parents within 10 days of the screening results. Families acknowledge the receipt of the plan via NextPath. • If there are questions about the plan, a consultation with the family and the interventionist will be arranged. • A 10 week follow up is sent to the families to inform them of progress and any changes needed in the PRP. • When a student has achieved goals and benchmarks in their PRP, families will be involved as a student is exited from the PRP process.
Completion of PRP	**Completion of Personalized Reading Plan** Exiting a Personal Reading Plan - Grades 5K-2 In 5K through grade 2, students can exit personal reading plans by demonstrating adequate progress on grade-level skills and assessments. The District will utilize aimsweb Plus screeners and progress monitoring measures to determine adequate progress and proficiency on grade-level assessments. Kindergarten will use the measures of Letter Naming Fluency and Letter Sounds Fluency. Grades 1 -2 will use the measure of Oral Reading Fluency. Proficiency is defined as a student achieving four consecutive grade-level scores (either progress monitoring scores or screening scores) above the 25th percentile. If/when this occurs, a student may be eligible to exit their personal reading plan. Educators must discuss the exit process and the details about what sorts of support and monitoring may need to stay in place temporarily after exiting a personal reading plan with

Interventions and Supports for students with a Personalized Reading Plan	families. Families and educators must reach an agreement. (Educators must document the discussion on the PRP). Completing a Personal Reading Plan - Grade 3 For grade 3, Wis. Stat. §§ 118.016 states that a 3rd grade student who has a personalized reading plan is considered to have completed the personalized reading plan if parents/caregivers and the school agree the student has met the goals in the personalized reading plan and the student scores at or above grade-level on the reading portion of the Wisconsin Forward exam in grade 3 (118.016(5)(d)). This is the only place Wis. Stat. §§ 118.016 details the completion of a personalized reading plan. **Interventions and Supports** Depending on the student's needs, interventions may be embedded in regular classroom instruction, delivered in a small group setting, delivered in a one-on-one setting, and/or provided using some other appropriate method. The following are some examples of the types of reading interventions and learning supports that the District commonly uses in connection with early literacy instruction and some of the methods that may be used to provide those interventions and supports: ● Delivering instruction through multimodal strategies, such as audible, verbal, visual, and tactile methods (i.e., tracing, writing, using manipulatives, etc.). ● Using targeted repetition and reinforcement of explicit instruction through re-teaching, teaching using alternative strategies, and/or using alternative materials. ● Identifying critical points during instruction for providing the student with prompts, coaching, learning checks, and specific feedback. ● Making ongoing adjustments to a student's placement in instructional groups (whole group, small group, and/or individual) for different learning objectives and skill practice. ● Using appropriately vetted technology-based resources.

- Implementing school-and-home learning reinforcement activities that are structured, coordinated, and monitored by a licensed educator.
- Adjusting a student's school schedule to extend the amount of weekly instructional time that is used for reading/literacy development.

The Verona Area School District uses several interventions as part of the PRP process. The list below identifies some of the options.

Area of Reading	**Interventions Used**
Basic Reading (Phonological Awareness, Phonics and sight word)	LiPs, Seeing Stars, Barton Reading and Spelling, Sonday Let's Play Learn, Sonday System, SRA Corrective Reading-Decoding, Funemics, Heggerty Bridge the Gap, and Hearbuilder
Reading Fluency	ReadNaturally Live, HELPS, Repeated Reading, and SuccessMaker
Reading Comprehension & Vocabulary	SRA Corrective Reading Comprehension, Visualizing and Verbalizing, Harvey Reading Comprehension Kit, an SuccesMaker
Spanish Literacy for Two Way Immersion	El próximo paso al éxito, El Sistema de la Intervencion de Lectura (SIL), Read Naturally Live-Español, Camino al exito, and miEnfoque Intervención

Specific Notifications Relating to Assessments

<u>Notice of Special Education Referral Information</u>

If a **diagnostic assessment** indicates that a student is “at-risk,” then information about how to make a special education referral under section 115.777 of the state statutes must be included **with the results** of the diagnostic assessment.

For students whose diagnostic assessment results indicate “at-risk” status, we invite families to utilize our Jot form. This form allows you to formally request an evaluation to determine eligibility for these services, ensuring that your child's unique learning needs are met.

Parent Notification of Information about Dyslexia

Dyslexia - According to the Wisconsin Department of Instruction students with dyslexia and related conditions usually need additional instruction, intervention, and practice with some or all of the following:

- Phonological awareness
- Phonemic awareness
- Alphabetic principle
- Phonics
- Morphology
- Fluency

MLSS Interventions
The Verona Area School District uses several interventions to address characteristics of Dyslexia and foundational skills of Early Literacy. This is not an exhaustive list but some of the options used.

Area of Need	Intervention
Phonological awareness	Heggerty Bridge the Gap, and Sonday Let’s Play Learn
Phonemic Awareness	Funetics, Heggerty, Bridge the Gap, Sonday Let’s Play Learn, HearBuilder (Phonemic Awareness), LiPS

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<tr><td>Alphabetic Principle</td><td>Seeing Stars, Barton Spelling and Learning, Sonday Systems, SRA Corrective Reading.</td></tr>
<tr><td>Phonics</td><td>Seeing Stars, Barton Spelling and Reading, Sonday Systems, SRA Corrective Reading Decoding.</td></tr>
<tr><td>Morphology</td><td>Seeing Stars, Barton Spelling and Reading, Sonday Systems, SRA Corrective Reading Decoding.</td></tr>
<tr><td>Fluency</td><td>ReadNaturally Live, HELPs</td></tr>
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More information regarding dyslexia can be found in Wisconsin's Informational Guidebook on Dyslexia and Related Conditions.
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<tr><td>Strategic Use of Data</td><td>
<h2>Use of Screening, Diagnostic and Progress Monitoring Data</h2>
District-wide: Under the direction of the Director of Teaching, Learning, and Innovation, and with the involvement of the District's licensed reading specialist(s) and coaches where appropriate, the District may use assessment and intervention data in the following ways:

To help evaluate and improve VASD's core set of instructional methods for teaching reading and early literacy skills, and to evaluate the implementation of those core methods.
To inform the evaluation of specialized programs or services within VASD that connect to and affect literacy instruction, using disaggregated data if reasonably available and appropriate.
To identify reading achievement gaps that may be affecting specific student subgroups, and to assist in identifying recommendations or action steps that may assist in addressing those achievement gaps consistent with the VASD Equity Framework.
To identify and help remedy statistically significant differences in early literacy outcomes among different schools, programs, or instructional settings within the District.

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	○ To inform recommendations and planning for educator training and professional development, which may include workshops or other training or coaching that will help classroom educators to analyze and directly use the District, school, or classroom assessment and intervention data to improve their professional practices. ○ To inform the future review and evaluation of this Early Literacy Remediation Plan. Building-specific: Under the direction of the Principal and with the Multi-Level System of Supports (MLSS) Team where appropriate, the building *may* use assessment and intervention data for the following: ● Facilitate the administration of a diagnostic literacy assessment to help further evaluate the student's skills and needs. ● Start or, if applicable, continue the process of developing and implementing a PRP for the student. ● Address concerns about equitable outcomes.
Promotion Plan and Intensive Summer School	If the student is being promoted to fourth grade, any additional information that the District is required to provide under section 118.33(5m) of the state statutes and/or under the District's related third-to-fourth-grade promotion policy, once that policy has been adopted and takes effect. (Note: The District's approach to implementing section 118.33(5m) and the District's third-to-fourth-grade promotion policy, required beginning in the 2025-26 school year, are currently outside the scope of this Plan.) **Summer Reading Support** A 3rd grade student who is not considered to have completed their PRP under s. 118.016 (5) (d) will be offered intensive summer reading programming each summer until the student scores at grade level in reading, on a summative assessment. Between the Winter and Spring screening period, students qualifying for intensive summer school will be identified and families notified of the need and process for registration. Families will be offered priority registration for summer school and placement in intensive summer school classes. During summer school, the student will participate in **intensive reading intervention** that is scientifically based, sequential, systematic, multi-sensory, and specific to the area of need. It is delivered to students for 30 to 40 minutes

	each day. The student will be monitored weekly. This will help strengthen key literacy skills for the student and provide important programming information prior to entering 4th grade. Alongside this intervention, there will be an opportunity for the student to engage in additional **enrichment activities** in conjunction with regular summer school programming. Act 20 allows for a good cause exception to the intensive summer school requirement under par. (a) for all of the following: 1. Limited-English proficient pupils, as defined in s. 115.955 (7). 2. A pupil who has an individual education plan that indicates that neither taking the examination under s. 121.02 (1) (r) nor taking the assessments under s. 118.016 (3) is appropriate for the pupil. 118.33(5m)(b)3. 3. A pupil who scores as proficient in reading on an alternative standardized assessment approved by the department. 4. A pupil who has an individual education plan or a plan to provide accommodations or services under section 504 of the federal Rehabilitation Act of 1973 that indicates that the pupil has received intensive intervention in reading for more than 2 years if the pupil continues to demonstrate a deficiency in reading and was previously retained in kindergarten, 1st, 2nd, or 3rd grade. 5. A pupil who has received intensive intervention in reading for 2 or more school years, continues to demonstrate a deficiency in reading, and was previously retained in kindergarten, 1st, 2nd, or 3rd grade for a total of 2 years. Representatives from the school/district will determine whether the student is eligible for a good cause exception in accordance with Act 20 118.33(5m)(b) and will communicate that to the family.