

 Tucson, Arizona POLICY REGULATION	REGULATION TITLE: Competency Requirement for Promotion of Students from Third Grade
	CODE: IKE-R2

The District shall provide an annual written notification to parents or guardians of students in kindergarten programs and first (1st), second (2nd) and third (3rd) grades that a student who obtains a score on the reading portion of the Arizona Instrument to Measure Standards (AIMS) test, or a successor test, that demonstrates the student is reading far below the third (3rd) grade level will not be promoted from the third (3rd) grade. If the student's school has determined that the student is substantially deficient in reading before the end of grade three (3), the District shall provide to the parent or guardian of that student a separate written notification of the reading deficiency that includes the following information:

- A description of the current reading services provided to the student.
- A description of the available supplemental instructional services and supporting programs that are designed to remediate reading deficiencies. The District shall offer at least one (1) intervention strategy and at least one (1) remedial strategy for pupils with reading deficiencies. The notification shall list the intervention and remedial strategies offered and shall instruct the parent or guardian to choose the strategy that will be implemented for the student.
- Parental/guardian strategies to assist the student to attain reading proficiency.
- A description of the District policies on midyear promotion to a higher grade.

In addition the promotion of a student from the third (3rd) grade shall include the following:

- The student shall not be promoted from the third (3rd) grade if the pupil obtains a score on the reading portion of the AIMS test, or a successor test, that demonstrates the student's reading skills fall far below the third (3rd) grade level, unless the student is exempt from mandated retention or the pupil qualifies for an exemption as determined by the Governing Board.
- The Governing Board may promote a student from the third (3rd) grade if the student obtains a score on the reading portion of the AIMS test, or a successor test, that demonstrates the student's reading skills fall far below the third (3rd) grade level for any of the following:

- A good cause exemption if the student is an English learner or a limited proficient student as defined in section 15-751 and has had fewer than two (2) years of English language instruction.
- A student with a disability as defined in section 15-761 if the pupil's individualized education program team and the student's parent or guardian agrees that promotion is appropriate based on the student's individualized education program.

Intervention and Remedial Strategies Developed by the State Board of Education (SBE) for Students Who Are Not Promoted from the Third Grade

The Governing Board shall offer at least one (1) of the intervention and remedial strategies developed by the SBE. The parent or guardian of a student not promoted from the (3rd) grade and the student's teacher(s) and principal may choose the most appropriate intervention and remedial strategies that will be provided to that student. The intervention and remedial strategies developed by the SBE shall include:

- A requirement the student be assigned to a different teacher for reading instruction.
- Summer school reading instruction.
- Intensive reading instruction in the next academic year that occurs before, during, or after the regular school day, or any combination of before, during and after the regular school day.
- Online reading instruction.

The intervention and remedial strategies developed by the SBE shall also:

- Provide for universal screening of pupils in preschool programs, kindergarten programs and grades one (1) through three (3) that is designed to identify students who have reading deficiencies in accordance with A.R.S. 15-704.
- Develop interventions and remedial strategies for pupils in kindergarten programs and grades one (1) through three (3) who are identified as having reading deficiencies pursuant to section 15-704.

Adopted/Reviewed: May 28, 2013 [Board Meeting]

Revised:

Reviewed:

Legal Ref:

Cross Ref: Regulation IKE-R1 – Promotion, Retention, Acceleration and Appeal