



District Reading Intervention

Flowchart for Decision-Making Process: Grade Progression



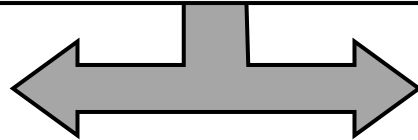
Students with identified reading deficiency

Without Parent Participation

STUDENTS ENTERING 1ST, 2ND, AND 3RD GRADE

End of Year Meeting
45 days before last day of school
(AS 14.30.765)(d)(f)

Superintendent or designee
decides student **will** progress to
1st, 2nd, or 3rd grade



Superintendent or designee
decides student **will not** progress
to 1st, 2nd, or 3rd grade

Letter sent to parents. Parents
may agree or change decision

Letter sent to parents. Parents
may agree or change decision

Considerations:

- Has the student received intensive reading intervention services for two or more years and continues to demonstrate a deficiency in reading?
- Is the student's primary language a language other than English?
- Does the student have an identified disability with an individual education plan?



District Reading Intervention

Flowchart for Decision-Making Process: Grade Progression

Students with identified reading deficiency

Without Parent Participation



STUDENTS ENTERING 4TH GRADE

End of Year Meeting
45 days before last day of school
(AS 14.30.765)(d)(f)

Superintendent or designee
decides student **will** progress
to 4th grade

Complete Waiver
*20 hours individual summer
reading instruction*

Letter sent to parents. Parents
may agree or change decision

Superintendent or designee
decides student **will not** progress
to 4th grade

Letter sent to parents. Parents
may agree or change decision

If they decide to progress their
child:

Complete Waiver
*20 hours individual summer
reading instruction*

Considerations:

- Has the student received intensive reading intervention services for two or more years and continues to demonstrate a deficiency in reading?
- Is the student's primary language a language other than English?
- Does the student have an identified disability with an individual education plan?