

PROMOTION AND RETENTION OF STUDENTS

The promotion of each student is determined individually. The decision to promote a student or to retain a student in a grade is made on the basis of the following factors; reading grade, mental ability, age, physical maturity, emotional and social development, social issues, home conditions and grade average.

Promotion procedures demand continuous analysis and study of the cumulative student case history records. Guidelines include the following elements:

1. A student receiving passing grades in reading, social studies, mathematics, science and English is promoted.
2. A student having failing grades in reading, mathematics and English at the end of each year has his/her case evaluated by the teachers, guidance counselor and principal for placement.
3. No conditional promotions are permitted.
4. A student having failing grades may be assigned to the next higher grade only with approval of the principal.
5. A student having passing grades, "D" or above, throughout the year is not failed.
6. No student should be retained more than twice in the elementary grades.
7. Documentary and anecdotal evidence should be available to justify retention.
8. A student with failing grades during any academic term is entered into the School District's intervention programs to be assisted toward academic success in those areas.
9. An individual plan will be developed for every student who is not promoted that identifies his/her learning needs and actions to be taken to meet those needs.
10. Students receiving high school diplomas shall be able to demonstrate, at minimum, high school levels of proficiency in reading, writing, mathematics, science and citizenship.

Any student who is truant for more than 10% of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade is retained, unless the student's principal and teachers of the failed subject area agree that the student is academically prepared to be promoted to the next grade level.

"Academically prepared," as used in the policy, means that the principal, in consultation with the student's teacher (s) has reviewed the student's work and records

and has concluded that, in his/her judgment as a professional educator, the student is capable of progressing through and successfully completing work at the next grade level.

Until June 30, 2013, for any student who attains a score in the range designated by the Ohio Board of Education (but not lower than a limited level of skill) on the State assessment to measure skill in English language arts at the end of third grade, the School District shall do one of the following:

(1) 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 fourth grade;

(2) Promote the student to fourth grade but provide the student with intensive intervention services in fourth grade;

(3) Retain the student in third grade.

Beginning with students who enter third grade in the 2013-2014 school year, the School District shall not promote to fourth grade any student who attains a score in the range designated by the Ohio Board of Education (but not lower than a limited level of skill) on the State assessment to measure skill in English language arts at the end of third grade, unless one of the following applies:

(1) The student is a limited English proficient student who has been enrolled in United States schools for less than two full school years and has had less than two years of instruction in English as a second language program.

(2) The student is a child with a disability entitled to special education and related services under State law and the student's individualized education program exempts the student from retention.

(3) The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education.

(4) All of the following apply: (i) The student is a child with a disability entitled to special education and related services under State law; (ii) The student has taken the third grade English language arts achievement assessment prescribed by the Ohio Board of Education; (iii) The student's individualized education program or plan under section 504 of the "Rehabilitation Act of 1973, shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading; (iv) The student previously was retained in any of grades K-3.

(5) 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 K-3. If such a student is promoted the student shall continue to receive intensive reading instruction in grade four, and such instruction shall include an altered

instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.

Intervention services are offered to students who are not making satisfactory progress toward the attainment of the statewide academic standards for their grade level.

Students who have been retained and have subsequently demonstrated reading skill at or above grade level shall be eligible for mid-year promotion to the next grade.

[Adoption date: June 28, 2001; Amended: September 25, 2012]

LEGAL REFERNCES

ORC 3301.0710; 3301.0711; 3313.60; 3313.608; 3313.609; 3313.6010
OAC 3301-35-02

CROSS REFERNCES

IGBE, Remedial Instruction
IGBEA, Reading Skills Assessments and Interventions (Third Grade Reading Guarantee)