

PROMOTION, PLACEMENT AND RETENTION

The educational curriculum as adopted by the Board of Education is designed to enable students to progress from grade to grade.

Promotion, placement, or retention of students in kindergarten through grade eight (8) will be based on the student’s academic progress, mental ability, social and emotional growth, chronological age, testing information, and teacher recommendation. These factors will be carefully weighed by the professional staff and parents.

In grades nine (9) through twelve (12), promotion or retention will be determined by credits earned.

- A. No student shall be promoted to fourth grade who attains a score of less than the level of achievement designated by the State Board of Education (the “State Board”) for the 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 an English as a second language program.
 2. The student’s individualized education program (“IEP”) exempts the student from retention under this division.
 3. The student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education (“ODE”).
 4. All of the following apply:
 - a. The student is a child with a disability entitled to special education and related services;
 - b. The student has taken the third grade English language arts achievement assessment;
 - c. The student’s IEP or Section 504 plan shows that the student has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading;
 - d. The student previously was retained in any of grades kindergarten to three;
 - 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.

5. a. 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.
- b. A student who is promoted under paragraph B.5.a. of this policy 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 for the student that have been successful in improving reading among low-performing readers.

B. Mid-Year Promotion

A student who is retained in third grade shall be eligible for mid-year promotion to the fourth grade upon demonstrating the following:

1. Participation in remediation services offered or approved by the District; and
2. Reading proficiency at or above grade level, as demonstrated by the results of a state test or a District-approved alternate assessment.

Promotion may occur as soon as a student meets the above criteria and is not limited to mid-year promotions only.

Children of Military Families

Pursuant to O.R.C. §3301.60, children of military families who transfer from a public school district in another state (the “sending state”) shall be enrolled in the grade level commensurate with their grade level in the prior district regardless of age. The District shall honor placement of such a student in an educational program (for example, gifted education program, English as a Second Language (ESL) program, vocational education program) based on educational assessments conducted at the student’s prior district or the student’s participation and placement in like programs at the prior district. The District may perform its own evaluations to ensure the appropriate placement for such students.

Elementary Level (Other than Third Grade)

A. Criteria for Consideration:

1. Current level of achievement;
2. Potential for success at the next level;

3. Emotional, physical, social maturity, and disability;
 4. School attendance.
- B. Time Line for Elementary Grade Placement Changes
1. Before Parent/Teacher Conference: Principal will review grade placement procedures with teachers.
 2. October – January: Teacher should inform parents of student progress.
 3. Early March: Teacher will notify principal if an alternative grade placement or retention is being considered. The Intervention Assistance Team may be convened by the building administrator.
 4. Early April: If placement or retention is still being considered, parents should be notified by this time and commitment to the decision secured.
 5. May – June: Decision on placement or retention is made and student Grade Placement Recommendation is completed.
 6. Form is to be completed by the teacher, parent, and principal.

Middle School Level

- A. Criteria
1. 6th to 7th Grade – Successful completion of at least two (2) or more of the four (4) major subjects, i.e., Language Arts, Mathematics, Social Studies, Science; or no more than two (2) failing grades in major subjects.
 2. 7th to 8th Grade – Successful completion of at least two (2) or more of the four (4) major subjects, i.e., English, Mathematics, Social Studies, Science; or no more than two (2) failing grades in all subjects.
- B. Time Line for Middle School Grade Placement
1. Early in the school year and before initial parent/teacher conferences, principal will review, with teachers, grade placement procedure.
 2. October – January: Teacher should indicate concern to parents and should initiate documentation. Any concerns should be reflected on report cards and interims.

3. Early March: Counselors will notify principal if an alternative grade placement or retention is being considered. The Intervention Assistance Team may be convened by the building administrator.
4. Early April: If placement or retention is still being considered, parents should be notified by this time and informed of the possibility that the child may need to attend summer school.
5. May – June: (6th and 7th grades only) Decision on placement or retention is made.
6. June: (8th grade only)

The building principals will review the status of students whose placement at the high school is in question. If the student enrolls in summer school, the final decision will be made upon the completion of summer school. The following options are available:

- a. Place students at the high school with freshman status.
- b. Students may be retained at the middle school level contingent upon their achieving additional summer school credits. In these cases, the parents must be notified with a confirming letter of the requirements. It will be the obligation of students to present a record of this achievement to the appropriate middle school at the conclusion of the summer session. If the student has achieved the appropriate credit, his records will be transmitted by the middle school principal to the high school for high school placement.
- c. Students may be retained at the middle school.

In all cases, it is the responsibility of the middle school to notify the parents of the disposition of the student. In cases where summer school is involved, it is imperative that the notification be made as promptly as possible. All phone contacts should be confirmed in writing.

It is the responsibility of the high school to notify all students placed at the high school.

High School Level

A. Criteria

For the official records, student class placement will be determined in the following manner effective with the Class of 2002:

0 credits to less than 5.25 credits = Freshman

5.25 credits to less than 10.75 credits = Sophomore

10.75 credits to less than 16 credits = Junior

16 credits to 21 credits = Senior

Students enrolling from schools having different graduation requirements will have their credits pro-rated for class placement.

All incoming students will be informed of these requirements at the time of admission.

B. Time Line for High School Grade Placement

1. Early in the school year and before initial parent/teacher conferences, principal will review, with teachers, grade placement procedure.
2. October – January: Teachers should indicate concern to parents and should initiate documentation. Any concerns should be reflected on report cards and interims.
3. Early March: Counselors will notify principal if an alternative grade placement or retention is being considered or the possibility that a student may not be eligible for graduation. The Intervention Assistance Team may be convened by the building administrator.
4. Early April: If placement or retention is still being considered, parents should be notified at this time and informed of the possibility that the student may need to attend summer school.
5. May – June: Decision on placement or retention is made.

Truancy

Any student who is truant for more than ten percent 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 shall not be promoted to the next grade level unless the student's principal and the teachers of any failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

As used in this policy, "academically prepared" means that the principal in conjunction with the appropriate teacher(s) has reviewed the student's work and records and has concluded that, in the principal's judgment as a professional educator, the student is capable of progressing through and successfully completing work at the next grade level.

The final decision of promotion, placement, or retention will rest with the Superintendent. The Superintendent or designee shall report information to ODE in the prescribed manner.

LEGAL REFS.: O.R.C. §§3301.60; 3301.0710; 3313.608; 3313.609
O.A.C. §3301-35-04

Adopted: June 12, 2018