

PROMOTION, PLACEMENT AND RETENTION

General

Each year, teachers are expected to assess the progress of each child. Promotion in the Toronto City School District is based on school aptitude, the acquisition of knowledge and mastery of skills, general physical, social and emotional maturity, the total school record, and the number of previous retentions. The guiding aim in promotion or retention should be the placement of the child in an appropriate learning situation. Promotion and retention decisions will be based upon the academic enhancement of the student rather than social or athletic considerations unless otherwise approved by the Board or its designee. To retain a child for a second year would mean that such a procedure would have significantly more advantages than disadvantages for the general well being of the pupil. Throughout the year the teacher will consult with the principal, supervisory and guidance personnel concerning children whose progress is questionable. This promotion/retention policy has been written in compliance with O.R.C. §3319.01 which states that the Superintendent shall assign the pupils of the school district to the proper grades.

An in-depth study should be made of any student who is being considered for retention. The decision to promote or retain should be a cooperative effort among the parents, teachers, principal, and any other resource person(s) deemed necessary.

Factors to be considered when determining retention or promotion are:

- A. Chronological age and I.Q.
- B. Reading development
- C. Physical size of student/health
- D. Previous retentions
- E. Present grade placement
- F. Sibling grade placement
- G. Special education placement
- H. Emotional health
- I. Socially incompatible

Students should not be retained more than one (1) time at each of the following grade levels:

- Pre-K through 2
- Grades 3 through 6
- Grades 7 through 8

Grades seven (7) through twelve (12) students may have the opportunity to attend summer school or have tutoring by a licensed teacher. Prior approval for tutoring shall be granted by the principal of the school wherein credit is to be granted. The teacher shall be properly licensed and shall be approved for tutoring in the school system.

Students who wish to receive make-up credit for tutoring shall meet with the licensed teacher a minimum of twenty (20) clock hours and be assigned an additional forty (40) hours of work, which shall total sixty (60) clock hours for each subject in which they are tutored.

Students in grades 7 through 12 may also be given the opportunity to make-up credit through the Jefferson County Educational Service Center Virtual Learning Academy (VLA) with the approval of the principal and Superintendent. Students in grades 9 through 12 who have failed any prerequisite classes for advancement to the next subject or grade level must enroll in and be making progress toward completing the failed subject prior to being permitted to take the next class, i.e., cannot take English II until the student has passed English I or is currently being tutored in that subject by a licensed teacher or is enrolled in that subject through the VLA.

The principal shall require the tutor to submit a record of the work covered and a report of the quality of the work done. Assignment of the student to the next grade should be used only in those cases in which it is clearly evident that the pupil is:

- A. Overage (2 years above grade level)
- B. Socially incompatible
- C. Under undue emotional stress
- D. Has been retained as per paragraph (4) above.

Students are classified and placed into high school grade levels on the basis of credits earned. A student who has successfully completed the requirements of eighth grade is promoted to grade nine.

Promotion or Retention Of Third Grade Students

- 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 an English learner 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.

Transfers/Placement

Students who transfer to the Toronto City School District are generally placed in the same grade in which he/she was enrolled prior to the transfer. However, the student may be placed in any grade, after consultation with the parents, if it is determined that he/she is unable to comprehend the work in the grade to which he/she would have been transferred. In all cases, the best interests of the student shall be the prime consideration. Any student that transfers from an unchartered school will have their credits evaluated on an individual basis by the principal who may require additional evaluations be done to assist in making a grade placement.

Truancy

Any student who is truant for more than ten percent (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 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.

Students may be assigned to the next grade at the discretion of the committee, which includes parents, support staff, administration, and teachers.

Promotion and retention criteria can be found within each building's staff/student handbook.

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; 3319.01
O.A.C. §3301-35-04

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