

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.

Promotion or Retention Of Third Grade Students

- A. For any student who attains a score in the “limited level of skill” range on the 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 the third grade.
- B. 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.

C. 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.

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.

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: August 12, 2014