

PROMOTION, ACCELERATION AND RETENTION OF STUDENTS

The school philosophy concerning promotion disagrees with the idea of "social promotion" as well as the old theory that learning is merely a matter of making the effort. Keeping in mind the differences of students in rates of learning and maturation and in learning styles, promotion, acceleration and retention are governed by what best helps the student to reach his/her potential.

In order to comply with requirements of Revised Code 3324.10, stating that Boards of Education must adopt and implement a policy commencing with the 2006/2007 school year that addresses at least whole grade and subject area acceleration and early high school graduation, the Board expressly combines herein and incorporates by references and within this policy:

- A) 9.01a3 – Age for Admission to Kindergarten and First Grade Policy/Early Entrance to School Procedure
- B) 8.22 – Graduation Requirements/Early Graduation
- C) 8.23 - Post Secondary Enrollment Options

Students and or parents who are interested in student evaluation and consideration for whole grade or subject area acceleration or early high school graduation should contact the building principal and/or the student's guidance counselor. Parents who wish to have their child evaluated and considered for early admission to kindergarten should contact the building principal.

A. Promotion

1. Promotion shall be made according to the academic progress of the student as determined by teachers and the principal.
2. Kindergarten promotion shall be based on evidenced ability to achieve successfully at first grade.
3. In first grade achievement in reading shall be the primary basis for promotion. At least an average of C at first grade instructional level should be attained.
4. In grades three through five a student should have at least an average of D in both reading and mathematics at grade level to be promoted.
5. If the student has been retained twice in grades K - 8, placement may be made to the next level with appropriate curriculum.
6. In grades six through eight a student must earn at least a D in four of these five subjects: English, math, social studies, reading/Latin, science to be promoted. A student may meet this requirement by passing the required class in summer school. A student who is not promoted will repeat the entire curriculum for the grade in which he/she is retained.

7. Pupils must complete one year of American History and one-half year of Ohio studies for promotion from eighth grade.
8. A ninth, tenth, or eleventh grade student who fails to earn an appropriate number of credits for the year will continue to be assigned to the principal and counselor responsible for his/her entering tenth grade class.
9. Exceptions to these rules will be made only if the individual case is reviewed by the appropriate principal and guidance counselor.

B. Academic Acceleration

A student must be accelerated when his/her demonstrated achievement, as well as measured ability, significantly exceeds that of hi/her grade level peers. Consideration may be given to promoting him/her to a grade other than the next succeeding one (i.e., whole-grade acceleration), or permitting him/her to enroll in a course other than the next one in the academic sequence (i.e., individual subject acceleration). A student will be accelerated in this manner when he/she has:

1. achieved the grade/course objectives and State-mandated requirements, if applicable, for the grade/course in which he/she is presently enrolled as well as for the grade(s)/course(s) that will be skipped;
2. in the opinion of the professional staff, achieved the instructional objectives set for the present grade/course as well as the succeeding one(s);
- 3) demonstrated sufficient proficiency to permit him/her to be accelerated in the educational program;
- 4) demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the grand/course to which he/she will be promoted or enrolled.
- 5) parents/guardians must give their consent to academic acceleration of their child.

C. Retention

1. Retention is most likely to be beneficial if diagnosis and remedial efforts are made early in the student's school career; therefore, in primary grades particular attention should be made to promotion and retention. Students who have an IEP will follow the IEP regarding promotion and retention.
2. A student should not be retained more than twice in kindergarten through grade eight. A student shall not spend more than eleven years in the first nine grades (K - 8).
3. After two retentions the student may be placed in the next grade with curriculum adjustments.

4. Parents shall be informed in writing of the student's difficulties regularly during the school year.
5. Final judgment shall be made only after specific efforts have been made to help the student. Parents and school should work together to help the student.
6. A conference shall be arranged by the teacher with the principal to make decisions concerning retention. Factors to consider are: achievement; teacher judgment; standardized test results; physical, social, and emotional maturation; evidence of daily classroom performance; and attendance.
7. The school principal is responsible for notifying the parents of the school's decision.
8. If a kindergarten student does not meet objectives required to achieve successfully in first grade, retention is advised.
9. If a student in first grade averages less than C in reading at first grade instructional level, retention is advised.
10. If a second through sixth grade student averages less than D in reading and mathematics at grade level, retention is advised.
11. Beginning with students who enter third grade in the 2013/2014 school year, any student unless excused from taking the third grade reading assessment under ORC Sections 3301.0711, who does not attain at least the equivalent level of achievement as required by ORC Section 3301.0710 on the assessment, is not be promoted to fourth 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 is a child with a disability entitled to special education and related services under ORC 3323 and the student's individualized education program 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.
 4. All of the following apply:
 - A. The student is a child with a disability entitled to special education related services under Chapter 3323 of the Revised Code.
 - B. The student has taken the third grade English language arts achievement assessment prescribed under Section 3301.0710 of the Revised Code.

- C. (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.
 - D. The student previously was retained in any grades kindergarten to three.
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 kindergarten to three. Students promoted under this section continue to receive intensive reading instruction in grade four. The instruction includes 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.
12. Performance in competency-based education programs should be one of the factors in considering a student for retention, although competency assessments should never be the sole factor considered.

D. Transfer Students

Students moving into District will be appropriately placed as determined by age and measure of achievement.

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