

PROMOTION AND RETENTION OF STUDENTS

The Board believes that while learning is progressive, each student learns at a particular rate that is influenced by a complex of psychoeducational factors. The promotion and retention of each student must therefore be determined by individually utilizing the combined expertise of the principal, teacher, counselor, and /or psychologist. The decision to retain a student is a major professional responsibility, requiring a comprehensive review of the student case history records.

Guidelines for the consideration of promotion and retention of students include:

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, if applicable, and principal for placement.
3. No conditional promotions are permitted.
4. A student having failing grades may be assigned to the next higher grade with discretion only with the approval of the principal.
5. No student should be retained more than twice in the elementary grades (K-8).
6. Documentary and anecdotal evidence should be available to justify retention.
7. A student with failing grades during any academic term is entered into the District's intervention programs, to be assisted toward academic success in those areas.
8. There must be documentation of an intervention plan and evidence of continuing intervention follow-up for students who are retained.

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 the teachers of the failed subject areas agree that the student is academically prepared to be promoted to the next grade level.

Effective with the 2003-2004 school year, third grade students scoring in the limited range on the third-grade reading achievement test must have their instructional needs addressed in one of the following three ways:

1. the district may promote the student without intervention if the reading teacher and principal agree that the student is academically prepared for the fourth grade;
2. the district may promote the student with intensive intervention if it is believed that the student needs some help, but can succeed in fourth grade; or,

3. the district may retain the student in the third grade.

The district must offer the opportunity for summer intervention to any student who scores below proficient on the third-grade achievement test.

“Academically prepared,” as used in this 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.

(Adoption date: October 18, 2007)

LEGAL REFS.: ORC 3301.0710; 3301.0711
 3313.608; 3313.609
 OAC 3301-35-02

CROSS REFS.: AFI, Evaluation of Educational Resources
 IGCD, Educational Options (Also LEB)