

6.17 PROMOTION, PLACEMENT AND RETENTION

Each year, teachers are expected to assess the progress of each child. Promotion in the Franklin Local 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, supervisor, 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. Generally, a student will be promoted to the succeeding grade level when he/she has:

- Completed the course and state-mandated requirements at the presently assigned grade;
- In the opinion of his/her teachers, achieved the instructional objectives set for the present grade; and
- Demonstrated sufficient proficiency to permit him/her to move ahead to the educational program of the next grade.

Following sound principles of child guidance, the Board discourages the skipping of grades.

Retention in the Third Grade (ORC 3313.608)

The Board shall retain any student scoring below the designated level on the state mandated assessment for Grade 3 English language arts except for the following students (ORC 3313.608(A)(2)):

- *English language learner students* who have been enrolled in U.S. schools for less than three full school years and have had less than three years of instruction in an English as a Second Language program;
- *Special education students* whose IEPs specifically exempt them from retention under the Third Grade Reading Guarantee;
- Students for whom all of the following apply:
 - o The student is a child with a disability entitled to special education and related services under R.C. Chapter 3323.
 - o The student has taken the state mandated Grade 3 English language arts achievement assessment.
 - o 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.

- o The student was previously retained in any of grades K-3.
- Students who received intensive remediation for reading for two school years but still demonstrate a deficiency in reading and were previously retained in any of grades K-3.
- Students who demonstrate reading competency on a Grade 3 English Language Arts alternative assessment approved by DEW.
- Students whose parent(s) or guardian(s), in consultation with the student's reading teacher and building principal, request that the student be promoted regardless of whether the student is reading at grade level.

Intervention Services

Students promoted at the request of their parent(s)/guardian(s) shall be provided with reading intervention services until they are reading at their appropriate grade level.

Additionally, the District shall provide such intervention services to any student in grades K-3 who is reading below their grade level until that student is reading at the appropriate level.

The Superintendent will establish procedures for annually assessing the reading skills of all students in grades K-3, except for those students with cognitive disabilities or other recognized disabilities, as authorized by DEW on a case-by-case basis. The reading skills assessment shall be completed by the thirtieth day of September for students in grades one to three, and by the twentieth day of instruction of the school year for students in kindergarten and will include the students' classroom teacher(s). The District will provide written notice to parents of a student reading below grade level.

Intervention services provided under this policy will include "high dosage" tutoring opportunities and will align with the science of reading.

Mid-Year Promotion (ORC 3313.608(B)(3)(b))

In consultation with the student's parent(s)/guardian(s) and the appropriate school personnel, and with approval of the building principal, a student may be considered for mid-year promotion after previously having been retained under this policy if the student demonstrates he/she is reading at or above grade level consistent with this policy.

Transfers/Placement

Students who transfer to the Franklin Local 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.

Academically Prepared Students

Any student who 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.

Retention in Grades 6-8

Philo Junior High School students that fail at least 2 of the 4 nine weeks in a subject area (Math, ELA, Science, Social Studies) must attend summer school, or be excused by the building principal, in order to be placed in the next grade level. To be placed in the next grade level, the student must attend 95% of the summer school sessions and successfully complete the summer school course of study.

The final decision of promotion, placement, or retention will rest with the Superintendent.

Revised _____