

Book	Policy Manual
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#### 5410 - PROMOTION, PLACEMENT, AND RETENTION

The School Board recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It shall be the policy of the Board that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with ~~his/her~~ **their** own development.

Such pattern should coincide with the system of grade levels established by this Board and the instructional objectives established for each.

A student will be promoted to the succeeding grade level when ~~s/he has~~ **they have**:

- completed the course requirements at the presently assigned grade;
- in the opinion of the professional staff, achieved the instructional objectives set for the present grade;
- demonstrated sufficient proficiency to permit ~~him/her~~ **them** to move ahead in the educational program of the next grade;
- demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Any decision regarding retention of a student who is eligible for special education and related services shall be made in accordance with the student's **individualized education program (IEP)** ~~or service plan~~ and in compliance with the statewide assessment program's policies and Federal law.

A student who is eligible for special education and related services shall be promoted or retained based on the - recommendation of the case conference committee and the student's IEP.

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

It is the policy of the Board that a student shall not be retained or held back in a grade level for the sole purpose of improving the student's ability to participate in extra-curricular athletic programs.

The Board will comply with the requirements of the Indiana Department of Education regarding the consequences for students in grade three who fail to pass the Indiana Reading Evaluation and Determination Assessment (IREAD-3). Accordingly, a student who does not pass the IREAD-3 assessment either during the assessment period in the school year or during the summer assessment window, and is not eligible for a "good cause exemption" outlined below, shall be considered for retention in third-grade based on the student's overall academic performance in all subject areas.

The school shall make one (1) of the following determinations:

- Retention is necessary based on the overall academic performance of the student in all subject areas. The student should be reported to the State as a third-grader in the subsequent school year, and the student should receive third-grade instruction in all subject areas.
- Retention is not necessarily based on the overall academic performance of the student in all subject areas. The student should move on to fourth-grade instruction in all subject areas. However, the student will continue to receive third-grade reading instruction during the subsequent school year and must retake the IREAD-3 assessment until the student passes the assessment or qualifies for a "good cause exemption".

Good cause exemptions that may be considered are:

- ~~a the student who was subject to retention and previously~~ has been ~~previously~~ retained ~~two times prior to the fourth grade, in grade 3 for one (1) school year;~~
- ~~a the student with disabilities whose~~ has an intellectual disability or the student's IEP specifies that retention is not appropriate, and the student's case conference committee has determined that promotion ~~to another grade~~ is appropriate;
- an English learner student ~~who has received services for fewer than two (2) years and~~ whose Individual Learning Plan (ILP) Committee ~~including the parent, a building level administrator or designee, a classroom teacher of service, an English learner teacher of record (if one exists), and an English learner corporation administrator (if one exists)~~ has determined that promotion is ~~inappropriate~~ **based on implementation of research-based instructional practices outlined in the student's ILP;**
- ~~the student received a score of proficient or above proficient in grade 3 math on the statewide summative assessment;~~
- ~~the student has received intensive intervention as determined by the Indiana Department of Education in reading for two (2) or more years and was retained more than one (1) time throughout kindergarten, grade 1, or grade 2.~~

**A parent whose child has been retained in grade 3 under the reading deficiency remediation plan and would not be subject to retention for other reasons may appeal the student's retention if the parent believes that the student meets one of the above exemptions. The Superintendent shall develop administrative guidelines that include the procedure for appeal.**

The Superintendent **also** shall develop administrative guidelines for promotion, placement, and retention of students which:

- require the recommendation of the professional staff for any promotion, placement, or retention;
- require that parents are informed in advance of the possibility of retention of a student at a grade level;
- assure that reasonable efforts be made to remediate the student's difficulties before ~~s/he they are~~ **is** retained;
- assign to the principal the final responsibility for determining the promotion, placement, or retention of each student.

Legal

I.C. 20-32-8.5

511 IAC 6.1-5-10 - Retaining student for athletic purposes prohibited

511 IAC 6.2-3.1-3

IDOE Memorandum April 7, 2017: IREAD-3 Guidance for 2017-18 School Year