

- Teachers and the Head of School will consider at least the following factors in arriving at decisions on promotion or retention. Factors are applicable in all grade levels.
- The student's level of academic aptitude and achievement;
- The student's level of social and emotional development and the student's ability to effectively interact with other students in his/her current grade level;
- The student's attendance patterns (absences, tardies, early checkout, excused, or unexcused) and its effect on the student's progress;
- Any other factors thought to be appropriate by the Head of School, teacher(s), and professional staff.

Except as required by the Third Grade Reading Guarantee, the School will not utilize a student's failure to attain a specified score on any statewide achievement tests as the sole factor in any decision to deny a student's promotion to a higher grade level, except that the School may use a student's failure to attain a score in at least the basic range as a factor in deciding to deny a student's promotion to the next level on the following tests:

- 3<sup>rd</sup> grade math and reading achievement tests;
- 4<sup>th</sup> grade reading, writing and math achievement tests;
- 5<sup>th</sup> grade reading, math, science and social studies achievement tests;
- 6<sup>th</sup> grade reading and math achievement tests;
- 7<sup>th</sup> grade reading, writing and math achievement tests; or
- 8<sup>th</sup> grade reading, math, science and social studies achievement tests.

The School may choose not to promote a Student to the next grade level, who does not take a required statewide achievement test or make-up test, and who is not exempt from the requirement to take such test.

### **CHILDREN WITH SPECIAL NEEDS**

Promotion and retention of previously identified disabled students shall be subject to the factors and policy above, but shall also consider the contents of the student's individualized educational plan (IEP).

State law requires that each school district in Ohio assess reading skills for students in kindergarten, first, second and third grades by September 30th of each year to determine whether they are reading at grade level ("On-track") or not reading at grade level ("Not on-track"). If a student is identified as being Not on-track the School will notify the parent or guardian and the School will immediately provide intervention services to improve the students reading performance. In addition, the School and the parent or guardian will develop a Reading Improvement and Monitoring Plan. Unless the student meets an exception, if the