



City Day Community School

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Policy on Academic Prevention/Intervention/Retention

A student will be promoted to the succeeding grade level when s/he has completed the course and state-mandated requirements at the presently assigned grade; achieved the instructional objectives set for the present grade; demonstrated sufficient proficiency to permit him/her to move ahead to the educational program of the next grade; and, demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

A student may be retained at his/her current grade level when s/he has, in the opinion of the professional staff, for the following reasons:

- for elementary schoolchildren:
 - failed to demonstrate proficiency in mathematics and reading;
- for middle schoolchildren:
 - failed to demonstrate proficiency in the core subjects of math, reading, writing, science, and social studies;
- for all schoolchildren:
 - failed to achieve the instructional objectives set forth at the current grade level that are requisite for success at the succeeding grade level; and
 - scored below the basic level on any state-mandated proficiency test.

Any student that has failed two or more of the required curriculum subject areas in the current grade, or, has been truant more than ten percent (10%) of the required attendance days of the school year will not be promoted unless the principal and the teachers of the failed subjects agree that the student is academically prepared to be promoted to the next grade level.

State law requires that each school district in Ohio annually assess reading skills at the end of first, second, and third grades. The student's classroom teacher will be involved in the assessment, and s/he will identify students reading below grade level. Parents or guardians of students in grades K-5 who are reading below grade level will be notified and informed that intervention will be provided. Summer remediation will be offered to third grade students who score below proficient on the Third Grade Reading Achievement Assessment. Summer remediation may be offered at other grade levels.

Once a student has been identified as reading below grade level, the teacher will involve the student's parent in developing the intervention strategy for the student. The parent will be offered the opportunity to be involved in the intervention services. Intervention begins with the

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classroom teacher in the regular classroom. It can also involve a number of other persons - intervention specialist, tutor, parent, volunteer, peer tutor, etc. Intervention is provided any time an attempt is made to remediate a student's difficulties, clarify instruction, or provide instruction using a different strategy or modality.

Third grade students identified as having a limited level of skill on the state-adopted reading test must either be: (1) promoted to the 4th grade if the student's principal and reading teacher agree that other evaluations of the student's skill in reading demonstrate that the student is academically prepared to be promoted to 4th grade; (2) promoted to the 4th grade but provided with intensive intervention services; or (3) retained in the 3rd grade.

Ohio tests students in 3rd-8th grades in reading, mathematics, science and social studies. If a student fails to attain at least a basic level of skill on one of these assessments, City Day Community School may use this test score as a factor in determining whether a student should be retained.