



Book	BYLAWS AND POLICIES
Section	5000 STUDENTS
Title	PLACEMENT, PROMOTION, & RETENTION
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A. GENERAL

1. The promotion or retention of students should be based on what is best for each student within laws, regulations, and policies. Consideration should be given to the student's current level of achievement and the potential for successful work at the next grade level. Guidelines for grading and promotion shall emphasize the attainment of passing grades in each subject or course of study. The Edison School of the Arts curriculum defines the goals and objectives for each student or course of study, including acceptable minimal standards.

2. In order for a student to receive a passing grade in any subject area, the student must demonstrate to the appropriate teacher successful completion of the acceptable minimal standards. Multiple assessments should be utilized in order to determine if the student has attained completion of these requirements. The goal is to determine achievement of basic requirements by objective measures, and through subjective measurements when appropriate.

3. Demonstration of achievement for grading decision purposes, and for decision on promotion or retention, may include but are not limited to the following:

a. Formative and Summative Assessment Tests

1) Implementation of the testing program as mandated by IDOE at grades 3, 4, 5, 6, 7, 8, and 9, and Graduation Qualification Examination

for classes graduating through 2011. Students graduating must pass the assessments outlined by the State.

- 2) Tests provided by a publisher for a State-adopted textbook series.
- 3) System-wide and school-wide tests.
- 4) Teacher-designed tests.

b. Student work products

- 1) Student work products including journals, portfolios, projects, performances, and similar artifacts.
- 2) Demonstration in various subject areas, such as science, career and technology courses, etc.
- 3) Teacher assignments, oral reports, projects, and class discussion and participation.
- 4) Homework

Special Education students will be evaluated in accordance with each student Individualized Educational Program (IEP).

Some choice program students will be evaluated on the basis of their individual report card systems.

B. PLACEMENT

1. Elementary Education Placement:

- a. Current Indiana law requires that a child must be five (5) years old on or before August 1st of the year they enter/begin school in order to enroll in kindergarten and receive funding from the State of Indiana.
- b. A Kindergarten Age Waiver can be applied for a child who does not meet the current age entrance law if the child turns 5 years old on or before September 1st of the year they enter/begin school. The waiver process shall be established in administrative guidelines and in accordance with applicable law and technical guidance from the Indiana Department of Education.
- c. Grades 1 through 6: Students will be placed in the appropriate classes. For students who have not been in a traditional school setting (i.e. Home Schooled), the school reserves the right to assess the students upon their entrance and place them in age and academic appropriate level placement.

2. Secondary Education Placement: Secondary students will be placed in the appropriate level of core content subjects based on prior academic performance or through district placement assessments.

C. PROMOTION AND RETENTION

1. The establishment of a uniform promotion policy adhered to by all certified staff in Edison School of the Arts assures that all students meet the consistent grade level academic standards in order to earn a promotion to the next grade level.

2. Students in grades Kindergarten (K) through eight (8) are either promoted or retained in grade levels each year. Students in grades nine (9) through twelve (12) earn promotion through the accumulation of credits for that particular grade level by taking and passing courses offered in secondary schools.

3. Special Education students:

a. Students in Special Education who are included into regular programs will be graded on the same criteria as regular education students in those classes, unless otherwise indicated by the student's Individualized Educational Program (IEP).

b. Special Education students are promoted on the basis of standards set forth in the student's Individualized Educational Program (IEP).

c. In some situations, Special Education students may be excluded from this standard as set forth in the administrative guideline.

d. If a student receiving special education services is considered for retention by the school, the following shall occur:

1. The decision to retain shall be the result of a case conference committee meeting.

2. In addition to Article 7 required participants, the case conference committee meeting shall include a special education administrator, specialist, or other district representative.

4. English Learners.

a. Students receiving English as a Second Language Services will be graded on the same criteria as regular education students in those classes.

b. The decision to retain an English learner should be based on multiple factors and not upon English language proficiency.

c. All retention decisions must be made with a representative of the English as a Second Language district staff member and parents present.

5. Promotion/retention decisions are to be made in all Indianapolis Public Schools for each grade level as set forth below:

a. Kindergarten students must meet the minimum Kindergarten Indiana Academic Standards in Language Arts and mathematics by receiving a grade of 'Outstanding' or 'Satisfactory'.

b. Grades one (1) through six (6): students must receive a passing grade of 'D' or higher in Reading, Math, English, Social Studies, and Science.

c. Grades seven (7) through eight (8): the student must receive a passing grade of 'D' or higher in Language Arts and Mathematics. The student must also maintain at least a 'D' average in all other subject areas combined.

d. Grades nine (9) through twelve (12): The student must have earned the number of prescribed credits and successfully met the academic expectations of the Edison School of the Arts 'Graduation Requirement'.

6. Any provision in the IPS attendance policy which impacts promotion/retention must be followed when reaching a final decision on a student's grade placement.

7. Students who are enrolled in choice programs which do not use traditional letter grades will be promoted or retained on the same basis as students in all other programs. Choice program grading systems must equate one (1) grade to correspond to the 'F' grade in the regular program.

8. In the event a student does not pass the required course or courses, the teacher with the concurrence of the principal will decide on the promotion or retention of the student, subject to the provisions of the State law and Edison School of the Arts Board Policy. While promotion should be based on merit, it is generally not advisable to retain a student more than one time in the primary grades (K-3), one time in the intermediate grades (4-6) and one time in the middle school grades (7-8). The final decision on promotion or retention in grades K-8 shall rest with the principal.

9. Teachers and administrators are to develop systems of communication with parents and guardians concerning students who are in danger of failure or being retained.

- a. These communications should occur early enough in the semester or school year so that intervention strategies can take place from both the parent's and teacher's perspectives.
- b. Interim reports for students having D and F grades must be sent home halfway through each grading period. These reports should be signed by the parent and returned to the school. These reports shall provide space for parent and teacher comments and a space to indicate if the parent desires to have a conference with the teacher.
- c. Parents of elementary and middle school students who are in danger of being retained, and parents of high school students who are in danger of not earning enough credits to merit promotion, must be contacted and encouraged to attend a conference to discuss their child's academic progress.