



Agenda Request Form

Meeting Date	Agenda Item Number
April 23, 2026	Action Item 5

Title
 School Board Policy IHE - Placement, Promotion, and Retention

Requested Action
 School Board Consideration of Superintendent's Recommendation for Approval of School Board Policy IHE- Promotion and Retention --on Final Reading

Summary Explanation and Background

In alignment with CCSD Core Belief #1—that all students are highly engaged in their education and are capable of reaching their full learning potential—our School Board remains committed to ensuring students are supported in their progress toward grade level standards mastery and that parents and families have clear communication when concerns are identified.

This final read of our policy modifications for placement/promotion/retention reflects feedback gathered from teachers, school and district leaders, families, and students. Their perspectives have helped shape a policy that honors our shared commitment to transparency and high expectations in CCSD.

As a result, the Superintendent is recommending modifications to the following Policy:

IHE- Placement, Promotion, and Retention

Financial Impact
 N/A

Exhibits: (List) **Enter URL below**
 Policy Attached

Source of Additional Information **Open URL**

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~~The Cherokee County Board of Education promotes, places or retains a student in a grade, class or program based on academic achievement and grade-level readiness. At the elementary and middle school levels, the determination of the educational placement in which the student is most likely to receive appropriate instruction and other services will be determined by a school-based committee. The Principal or designee and a committee consisting of teacher(s) will review all assessment data to make a determination in this regard. School level promotion, placement, and retention decisions may be appealed to the Superintendent of Schools or designee, whose decision will be final.~~

~~Placement for students enrolling from a non-accredited institution, home study program, or non-traditional educational center will be determined by a school based committee. Evidence for placement may include assessment data, grade-level readiness and age.~~

~~At the high school level, credits earned on an annual basis as part of graduation requirements will determine promotion, placement and retention. (Graduation Policy IHF).~~

~~For students eligible for an Individualized Education Program (IEP), and whose promotion to the next grade level is in question, the decision regarding the student's grade placement will be made by the student's IEP Team, which may include the Principal and/or Principal's designee. If the student's parent/guardian does not agree with the promotion decision, then the parent/guardian can submit a written request to the Principal that their student be considered for retention by the school-based committee, which will include the Principal or the Principal's designee and the student's current special education teacher and any other staff the Principal deems necessary. The school-based committee will collect and review data on the student's performance to make a decision about the appropriateness of retention for the student. If a consensus decision cannot be reached by the committee, the Principal or Principal's designee will make the final decision.~~

~~The Superintendent will establish administrative guidelines necessary to provide for implementation of this Policy~~

Cherokee County School District is committed to ensuring that every student master the grade-level standards needed for long-term success and is fully prepared for the next grade level. Placement, promotion, and retention decisions are guided by a focus on student learning and growth from a variety of different data points and timely support. Through **high-quality standards aligned instruction**, early identification of academic concerns, ongoing monitoring of progress, and the implementation of targeted interventions, the district will work to respond quickly to student learning needs. By partnering with families and providing appropriate instructional support, the district strives to help all students achieve at high levels and advance with confidence.

Definitions

1. **Placement** – the assignment of a student to a specific grade level based on the determination that such placement will most likely provide the student with instruction and services needed to succeed and progress to the next higher level of academic achievement. Placement decisions aim to ensure that students receive instruction suited to their abilities and learning requirements.
2. **Promotion** – the assignment of a student to the next grade level based on the student's achievement of established criteria in the current grade.
3. **Retention** – the re-assignment of a student to the current grade level during the next school year when a student has not demonstrated adequate academic or developmental benchmarks necessary for success in the next grade.
4. **Student Support Team** – A school-based team composed of teacher(s), support staff, parents, and administrators that reviews data for students determined to be at-risk and creates a targeted intervention plan for the current school year.
5. **Targeted Intervention** - Targeted Intervention is a support system created to elevate student learning, positively impact student attendance, and address behaviors impeding learning. This system includes research-based interventions, progress monitoring, and communication to a student and their parent/guardian of their growth in each identified area
6. **Acceleration** - an instructional approach that ensures students make learning progress at a pace that allows them to attain grade-level standards more quickly than traditional instructional timelines. Acceleration prioritizes access to grade-level content while providing timely, targeted support to address unfinished learning within ongoing instruction

Placement/Promotion/Retention

Placement, promotion, and retention decisions will be informed by criteria established by the CCSD School Board and state-adopted assessments and/or state criteria (when applicable). This policy will document requirements for placement, promotion, and retention established by the Board.

The Superintendent or designee will establish the following guidance to implement the processes for upholding this policy: placement/promotion/retention rubrics for each grade level K-8

A student will not be retained more than once in grades K through 8, except with the approval of the Superintendent (or designee).

Students who will be 13 years old on or before July 1 should not be retained in the elementary grades and students who will be 16 years old on or before July 1 should not be retained in the middle grades. Such placements should be made upon enrollment or before the start of the school year.

The timelines for each school level outline key progress checkpoints, communication expectations, and available supports. However, teachers should begin providing interventions

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and communicating with parents or families as soon as concerns about academic performance emerge.

Elementary School

Timeline

- Using a consistent form of standard communication [Exhibit IHE-1] schools will identify students who are at risk of not being prepared for the next grade level two times during the school year.
 1. At the end of Quarter 2 (January)
 2. During Quarter 4 (April/May)
- At each of these progress markers, schools will use the following data to determine the students in each grade who are at risk of not moving on to the next grade level.

Kindergarten – 2nd grade

Domain/Area	Data Point	Source
Reading	Overall screener score	CCSD Reading and Early Literacy Screeners Local School Assessments
	Phonological awareness skills	
	Phonics skills	
Mathematics	Overall screener score	CCSD Math Screener and Local School Assessments
	Numeracy skills	
	Computation skills	
Grade Level Performance	Standards mastery and development of skills	Report Card Grades
Progress over time	Progress of Skills	CCSD Reading and Early Literacy Screeners and Teacher Gradebook
Attendance	Absence rate	CCSD Student Information System
Behavior	Referrals	CCSD Student Information System
Academic Behaviors	Teacher observation	Teacher Gradebook

3rd – 5th grade

Domain/Area	Data Point	Source
Reading	Overall screener score	CCSD Reading Screener and
	Reading comprehension	

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	skills Vocabulary skills	Local School Assessments
Mathematics	Overall screener score Numeracy Computation	CCSD Math Screener and Local School Assessments
Grade Level Performance	Standards mastery and development of skills	Report Cards Grades
Progress over time	Progress of skills	CCSD Reading Screener and Teacher Gradebook
Attendance	Absence rate	CCSD Student Information System
Behavior	Referrals	CCSD Student Information System
Academic Behaviors	Teacher observation	Teacher Gradebook

1. Students who have not been determined at risk in January cannot be retained at the end of the school year, unless that student did not begin the year in CCSD.
2. Any student who is identified as at-risk for retention in January who does not have an IEP, an existing targeted intervention plan, or who has not been served for 2 years or less in ESOL services should be provided with a targeted intervention plan.
3. Students who are being considered for retention **in May** must have been served at the Tier III level of targeted intervention for, at a minimum, six weeks of the current school year, unless the student did not begin the year in CCSD.

Student Support Team Meetings

The student support team at each school is the primary support for developing a targeted intervention plan, reviewing and monitoring student progress, and adjusting student support.

- Schools will establish a Student Support Team - general education teacher, parent, student, administrator, EIP teacher, and any other support teachers/staff.
- This team will convene for any student identified in January who does not have a current IEP or Targeted Intervention Plan. This plan should detail the steps taken by the school, the student, and the parent to support the student’s progress towards grade level standard mastery. (Parent support and training should be a priority for this team, especially for early grades and reading support.)
- Each Targeted Intervention Plan should include specifics of the frequency, intervention, and progress monitoring expectations.

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- Extended opportunities will be available for identified students in order to provide additional time and opportunities to achieve grade level standards (i.e., during the school day, before or after school, etc.).

Placement/Promotion/Retention Meetings

Following Quarter 4 notification:

- Schools will complete a placement/promotion/retention rubric for any student determined to be at risk during the Quarter 4 progress marker.
- Students who receive enough points to be promoted to the next grade do not require a placement/promotion/retention meeting.
- Students who **do not** receive enough points to be promoted should have a placement meeting scheduled with the parent/guardian for a review of the rubric and a decision for the next school year.
- For students with an Individualized Education Plan, the IEP team will meet to determine the best placement for students considered at-risk for retention.

Appeals

- A parent/guardian may appeal the decision of the placement team by submitting a written appeal with a rationale for their opposition to the principal within ten (10) school days of the decision.
- The principal shall review the appeal and make the final decision for placement within ten (10) days.

Parent Requests for Retention

- Parents/guardians can submit a request for their student to be considered for retention. These requests should be grounded in academic related concerns only. When a request is made, the Student Support Team will convene to review data and complete a placement/promotion/retention rubric for the student to determine placement. Decisions to place, promote, or retain and any appeals will follow the process outlined in this policy.

Placement and Retention Supports

All students who are placed into the next grade or retained in the current grade should receive additional opportunities for instruction and support.

- Students who are placed or retained will be advised to attend additional learning opportunities.
- Additional learning opportunities will include instructional activities designed to accelerate and remediate standards mastery for the prior grade level.
- Students who participate in additional learning opportunities will be given an opportunity for additional assessment to determine standards mastery at the conclusion of these opportunities and the grade level placement will be finalized.

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- Students who are placed or retained will begin the next school year with a Targeted Intervention Plan.
- If placed, intentional scheduling will be ensured for maximum support.

Middle School

Timeline

- Using a consistent form of standard communication [Exhibit IHE-1] schools will identify students who are at risk of not being prepared for the next grade level at the end of each semester.
 1. At the end of Quarter 2 (January)
 2. At the end of Quarter 4 (May)
- At each of these progress markers, schools will use the following data to determine the students in each grade who are at risk of not moving on to the next grade level.

6th – 8th grade

Domain/Area	Data Point	Evidence Source
Reading	Overall screener score	CCSD Reading Screener and Local School Assessments
	Reading comprehension skills	
	Vocabulary skills	
Mathematics	Overall screener score	CCSD Math Screener and Local School Assessments
	Numeracy	
	Computation	
Grade Level Performance	Standards mastery and development of skills	Report Card Grades
Progress over time	Progress of skills	CCSD Reading Screener and Teacher Gradebook
Attendance	Absence rate	CCSD Student Information System
Behavior	Referrals	CCSD Student Information System
Academic Behaviors	Teacher observation	Teacher Gradebook

1. Students who have not been determined at risk in January cannot be added in Quarter 4, unless that student did not begin the year in CCSD.
2. Any student who is identified as at-risk for retention in January who does not have an IEP, an existing targeted intervention plan, or who has not been

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served for 2 years or less in ESOL services should be provided with a targeted intervention plan.

3. Students who are being considered for retention **in May** must have been served at the Tier III level of targeted intervention for, at a minimum, six weeks of the current school year, unless the student did not begin the year in CCSD.

Student Support Team Meetings

The student support team at each school is the primary support for developing a targeted intervention plan, reviewing and monitoring student progress, and adjusting student support.

- Schools will establish a Student Support Team - general education teacher, parent, student, administrator, REP teacher, and any other support teachers/staff.
- This team will convene for any student identified in January who does not have a current IEP or Targeted Intervention Plan. This plan should detail the steps taken by the school, the student, and the parent to support the student's progress towards grade level standard mastery.
- Each Targeted intervention plan should include specifics of the frequency, intervention, and progress monitoring expectations.
- Extended opportunities will be available for identified students in order to provide additional time and opportunities to achieve grade level standards **(i.e., during the school day, before or after school, Saturday school etc.)**.

Placement/Promotion/Retention Meetings

Following Quarter 4 notification:

- Schools will complete a placement/promotion/retention rubric for students who are determined to be at risk at the end of Quarter 4.
- Students who receive enough points to be promoted to the next grade do not require a placement/promotion/retention meeting.
- Students who **do not** receive enough points to be promoted should have a placement meeting scheduled with the parent/guardian for a review of all data and a decision for the next school year.
- For students with an Individualized Education Plan, the IEP team will meet to determine the best placement for students considered at-risk for retention.

Appeals

- A parent/guardian may appeal the decision of the placement team by submitting a written appeal **with a rationale for their opposition** to the principal within ten (10) school days of the decision.
- The principal shall review the appeal and make the final decision for placement within ten (10) days.

Placement and Retention Supports

All students who are placed into the next grade or retained in the current grade should receive additional opportunities for instruction and support.

- Students who are placed or retained will be advised to attend Summer School.
- Summer School opportunities will include instructional activities designed to accelerate and remediate standards mastery for the prior grade level.
- Students who participate in Summer School will be given an opportunity for additional assessment to determine standards mastery at the conclusion of summer school and the grade level placement will be finalized.
- Students who are placed or retained will begin the next school year with a targeted intervention plan.
- If placed, intentional scheduling will be ensured for maximum support.

High School

Timeline

- At the end of each semester, students who are at risk of not receiving the appropriate number of credits (listed in Policy IHF – Graduation Requirements) to advance to the next grade level should receive a letter indicating a lack of progress towards on-time graduation.

Student Support Team Meetings

- For any student who does not make adequate progress toward credit completion, an on-time graduation plan should be created to discuss data for each student. This plan should detail the steps taken by the school, the student, and the parent to support the student getting on track for the next grade. (Parent support and training should be a priority for this team.)
- Each support plan should include:
 1. Increased time of support (before or after school, during lunch, Saturday school etc.) for the determined need (academics, attendance, behavior)
 2. Increased monitoring (frequent check-ins, progress reports, or other structures to ensure the plan is leading to improved outcomes for the student)