

PROMOTION, RETENTION AND ACCELERATION OF STUDENTS

It is critical that each student experience both challenge and success in learning. Grade placement should enhance this possibility. Grade placement is based upon the premise that each teacher will provide appropriate opportunities for students at all stages of physical, emotional and academic growth. Academic growth does not take place at the same pace for all students. Promotion, retention and acceleration are added methods to meet the needs of individual students.

Classroom teachers are expected to make every effort, consistent with the district's implementation of response to intervention (RtI), to identify early those students at risk of failing. The Building Principal and the parent/guardian must be notified promptly if retention is anticipated, and a special support program shall be designed for each child identified as at risk of not meeting standards. A referral to the School Intervention Team (SIT) to review the student's performance and ensure appropriate interventions are being incorporated should occur in accordance with the RTI plan.

It may be in the best interest of a student to be accelerated. Requests for acceleration can be made by the parent or by the teacher. Upon receipt of such request and receipt of authorization from the parent/guardian, the school principal will initiate a case study involving appropriate staff.

Promotion or retention of a student will be considered according to the following general guidelines:

- Academic achievement will be the primary consideration for promotion or retention;
- The age of the student and appropriateness for the school assignment will be taken into account;
- No student will be retained more than once during the K-8 school experience;
- All recommendations concerning student retention must be made to the school principal by the teacher(s). The school principal will initiate a case study involving appropriate staff. Consultation with the parents/guardians will take place once the school principal, teacher(s) and staff have conferred;
- The decision to promote or retain is the authority of the principal. If this decision is in question, the Superintendent or his/her designee will have the final authority;
- An educational plan defining what will occur that is instructionally different to promote student growth for any student being retained will be developed. Once the plan is implemented, the student will be monitored regularly for growth and performance;
- Standardized test scores will not be the sole or primary factor in the decision for retention.

Acceleration of a student will be considered according to the following general guidelines:

- The parent must provide written consent to have their child evaluated;
- The parent should be made aware of the process for determining acceleration;

- The school psychologist will conduct an educational evaluation;
- A committee of the school psychologist, school principal, classroom teacher, district curriculum specialist(s) and other appropriate staff will review the educational evaluation, including academic performance information, student work samples, assessments and social/emotional information and make a recommendation;
- The school principal will meet with the parent to share information from the committee review;
- The school principal will make the final recommendation.

In order to inform parents/guardians about the district's approach to promotion, retention and acceleration, this policy will be posted on the district website and included in student and/or parent handbooks

First Reading: **January 6, 2016**
Adoption: **January 20, 2016**