

PROMOTION, PLACEMENT, AND RETENTION

Optimal school achievement is obtained when students experience success in their daily activities and build upon successful experiences as they encounter new learning situations. All aspects of the student must be considered as grade placements are made.

DEFINITIONS

A. Promotion:

Occurs when a student is doing the caliber of work (grade level) that indicates the student has met the criteria established herein.

B. Placement:

Occurs when a student is not doing the caliber of work that indicates the student should be promoted to the next grade. However, the Student Intervention Team recommends and the building administrator concurs, that it is in the student's best interest to move to the next grade.

C. Retention:

Occurs when a student is not doing the caliber of work that indicates the student should be promoted to the next grade, based on the recommendation of the Student Intervention Team with the concurrence of the building administrator.

D. Acceleration:

Occurs when a student is not only doing the caliber of work necessary to be promoted to the next grade or enroll in the next course in the academic sequence, but also demonstrates the ability to do the caliber of work required of students in that next grade level/subject/course. Provided the student's teacher(s) recommends it and the building administrator and parent(s) concur, the student will be permitted to skip a grade level, take a subject at a higher grade level, or skip a course in the usual and customary academic sequence.

E. Intervention Assistance Team:

A Student Intervention Team is to be appointed by the principal each year to consider situations in which students may not be promoted to the next grade or may not graduate. Such a team should include:

1. classroom teachers,
2. counselors, school psychologists, speech, language analyst, and other support staff,
3. building principal,
4. parents, parent mentors, as requested by the parent.

Final decisions on student promotion, placement, or retention rest with the Pupil Services Committee.

To implement Board policy, the following procedures and guidelines are to be utilized:

GRADES K-4

A. Criteria:

1. To be promoted, the student must understand or apply the key concepts and skills in the majority of the academic subjects. This means that students must earn a three (3) or four (4) in 50% of academic subjects (including all subcategories/standards). If a student does not understand or apply key concepts and skills in 50% of academic subjects, the student will be either considered placed or retained and cause the teacher to request the Intervention Assistance Team to convene. Students on an Individual Education Plan are exempt from this process.
2. To be accelerated by skipping a grade, the student must not only satisfactorily complete the reading and mathematics requirements for all of the academic subjects of his/her current grade, but also demonstrate proficiency in the knowledge and skills for reading and mathematics or all of the academic subjects of the succeeding grade(s).
3. To be accelerated by taking a subject at a higher grade level, the student must not only satisfactorily complete that subject at his/her current grade, but also demonstrate proficiency in the knowledge and skills of that subject for the succeeding grade(s).
4. When the Intervention Assistance Team is convened, the following criteria shall be considered:
 - a. current level of achievement

- b. potential for success at the next level
- c. emotional, physical, and social maturity

B. Time Line for Elementary Grade Assignment Changes:

1. Before Parent/Teacher Conference: Principal will review grade placement procedures with teachers.
2. October - January: Teacher should inform parents of student progress.
3. Early March: Teacher will notify principal if an alternative grade placement or retention is being considered. The Student Intervention Team may be convened by the principal.
4. Early April: If placement or retention is still being considered, parents should be notified by this time and commitment to the decision secured, if possible.
5. May - June: Decision on placement or retention is made, the student Grade Placement Recommendation is completed, and the student's parents are notified of the decision.

GRADES 5-8

A. Criteria:

1. To be promoted, the student must successfully complete a majority of the required core subjects.
2. To be accelerated by skipping a grade level, the student must not only satisfactorily complete all of the academic subjects of his/her current grade, but also demonstrate proficiency in the knowledge and skills for all of the academic subjects of the succeeding grade(s).
3. To be accelerated by taking a subject at a higher grade level, the student must not only satisfactorily complete that subject at his/her current grade, but also demonstrate proficiency in the knowledge and skills of that subject for the succeeding grade(s).
4. Failure to complete the majority of the academic subjects will cause the principal to convene the Student Intervention Team.

B. Time Line for Middle School Grade Assignment:

1. Before Parent/Teacher Conferences: Principal will review, with teachers, grade placement procedure.
2. October - January: Teacher should indicate concern to parents and should initiate documentation. Any concerns should be reflected on report cards.
3. Early March: Teacher will notify principal, if an alternative grade placement or retention is being considered. The Student Intervention Team may be convened by the principal.
4. Early April: If placement or retention is still being considered, parents should be notified by this time and commitment to the decision secured, if possible.
5. May - June: Decision on placement or retention is made, the student Grade Placement Recommendation is completed, and the student's parents are notified of the decision.

If the parent(s) have not previously agreed to the decision, they should also be advised of their right to appeal the decision to the Director of Pupil Services.

HIGH SCHOOL LEVEL

Criteria:

- A. To earn credit for a course, the student must satisfactorily complete the requirements established in the graded course of study, as well as those set by his/her teacher.
- B. For the official records, student class placement will be determined in the following manner:
 - Less than 3.75 credits = Freshman
 - 3.75 credits to less than 8.5 credits = Sophomore
 - 8.5 credits to less than 12.0 credits = Junior
 - 12 or more credits = Senior
- C. Students enrolling from schools having different graduation requirements will have their credits pro-rated for class placement.

- D. All incoming students will be informed of these requirements at the time of admission.
- E. To be accelerated by taking a course other than the next one in the usual and customary academic sequence, the student must not only satisfactorily complete the course in which he/she is currently enrolled, but also demonstrate proficiency in the knowledge and skills of the next course(s) in the prescribed academic sequence.

No credit will, however, be awarded for the course(s) that were skipped.

- F. Failure to satisfactorily complete a course will result in no credit earned unless and until the student re-enrolls in the course and satisfactorily completes it.

RETENTION - ALL LEVELS

Retention may be a necessary outcome in those circumstances where a student demonstrates an inability to perform work sufficient for promotion to the next grade. Retention must be based on the recommendation of the Student Intervention Team with the concurrence of the building administrator.

A student may be placed at the next grade level when retention would no longer benefit the student.

Prior to making the decision to retain a student in a grade level consistent with the criteria set forth in Board policy:

- A. notification must first be provided to parents of the possibility that a child may be retained;
- B. documented efforts to remediate the student's difficulties will be provided to the building principal.

Parents may appeal any decision to retain their child to the Pupil Services Committee who will conduct an informal hearing on the matter. The decision of the Pupil Services Committee will be final.

In the case of a student who has been truant for ten percent (10%) or more of the required school days and has failed at least two (2) courses of study, retention may occur unless the principal and the teachers of the failed subjects determine that the student is academically prepared to be promoted.

Adopted: November 23, 2015